

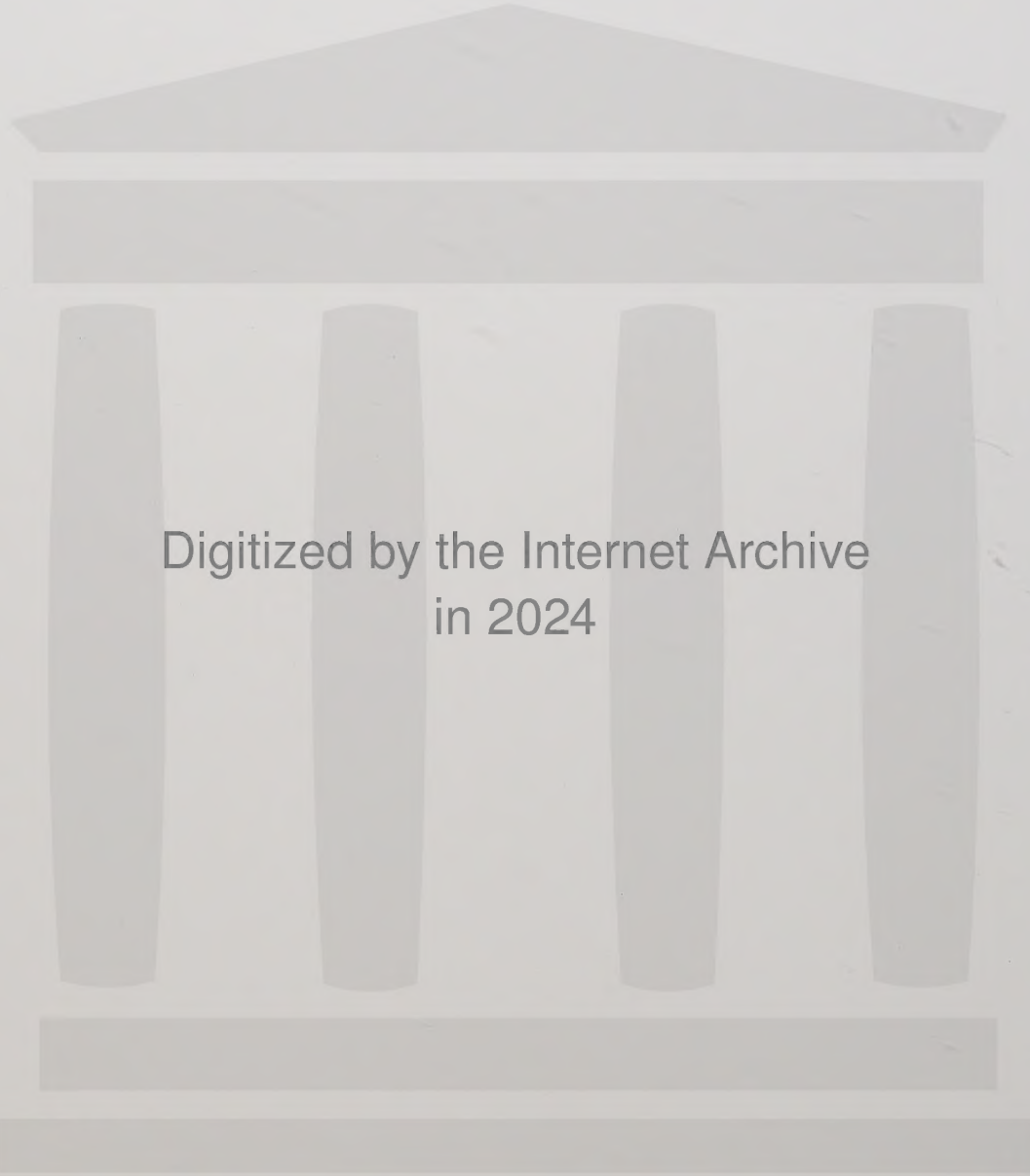
Student Guide and Activity Book for

SOCIOLOGY

THE BASICS

M A R J O R I E E . D O N O V A N





Digitized by the Internet Archive
in 2024

<https://archive.org/details/studentguideacti0000unse>

Student Guide and Activity Book for
SOCIOLOGY
THE BASICS

M A R J O R I E E . D O N O V A N



Pittsburg State University, Kansas

Kendall Hunt
publishing company

Cover image © Shutterstock.com

Kendall Hunt
publishing company

www.kendallhunt.com

Send all inquiries to:

4050 Westmark Drive

Dubuque, IA 52004-1840

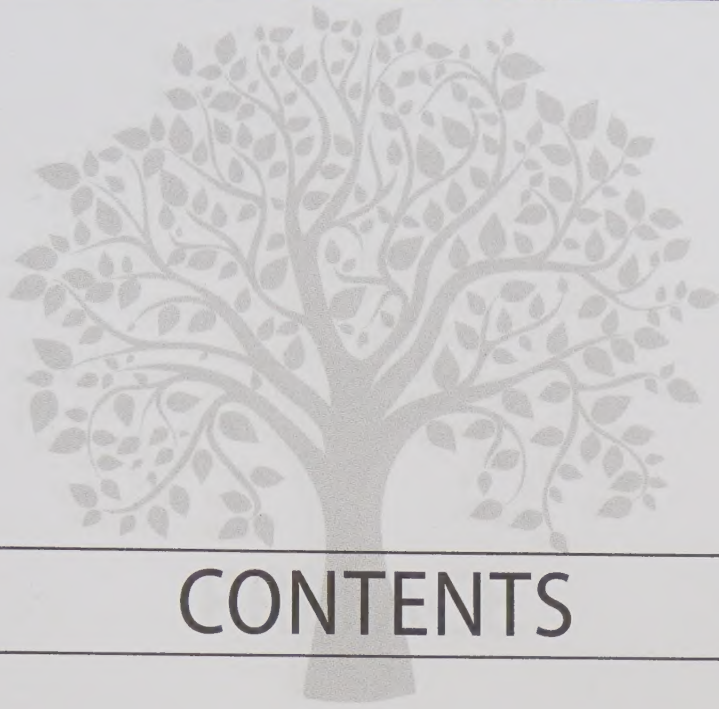
Copyright © 2014 by Marjorie E. Donovan

ISBN: 978-1-5249-3814-7

Kendall Hunt Publishing Company has the exclusive rights to reproduce this work, to prepare derivative works from this work, to publicly distribute this work, to publicly perform this work and to publicly display this work.

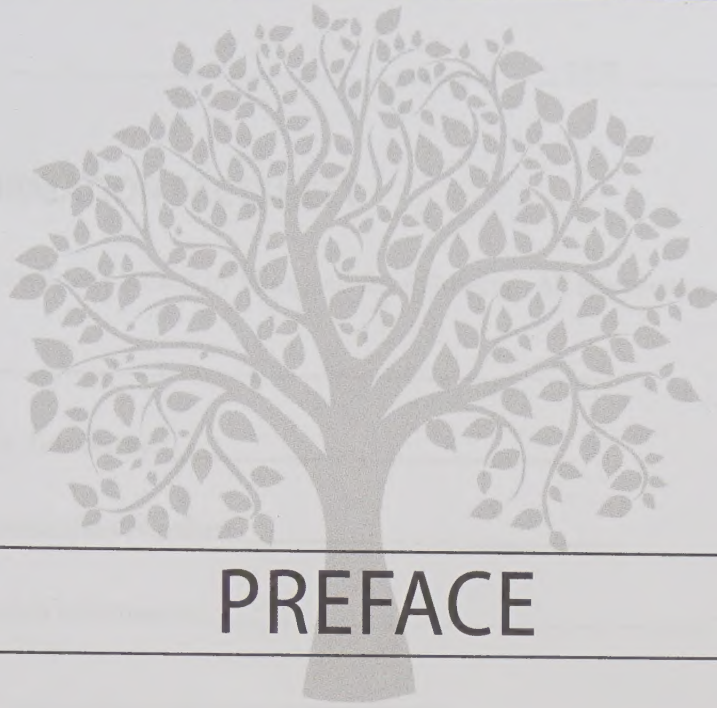
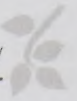
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

Published in the United States of America



CONTENTS

PREFACE	v
CHAPTER 1: <i>Perceiving and Understanding Social Life Sociologically:</i> <i>Theory and Methods</i>	1
CHAPTER 2: <i>Types of Societies and Social Groups</i>	25
CHAPTER 3: <i>Culture and Organizations</i>	49
CHAPTER 4: <i>Globalization</i>	75
CHAPTER 5: <i>Socialization</i>	99
CHAPTER 6: <i>The Family and Social Structure</i>	121
CHAPTER 7: <i>Stratification</i>	147
CHAPTER 8: <i>Sex and Gender</i>	173
CHAPTER 9: <i>Race and Ethnicity</i>	185
CHAPTER 10: <i>Crime and Deviance</i>	199
CHAPTER 11: <i>Demography</i>	223
CHAPTER 12: <i>Religion</i>	243



PREFACE

This student guide was created for use with the book *Sociology: The Basics*, by Marjorie E. Donovan (Kendall Hunt Publishing Company, 2014).

The chapter headings in the Student Guide correspond to the chapters of the textbook. Each Student Guide chapter is divided into three sections. The first section includes fill-in-the-blanks exercises. The first section also includes key words that are brought up in the chapters of the textbook.

The second section includes Learning Opportunities of several varieties on the material covered in the textbook. These opportunities include review questions of the true-false, multiple-choice, and essay-question varieties that cover the material in the textbook. These can be used for examination reviews and class discussions. The third section includes CUES Checklists of the Essential Knowledge Elements (EKEs) contained in each chapter. These can be used in the student assessment process to provide detailed and immediate feedback to the instructor on student perceptions of key elements of the course.

I would like to acknowledge the contribution of Gary D. Wilson who authored the Sex and Gender, Race and Ethnicity, and Religion chapters throughout the entire first edition of this workbook.

NAME _____ DATE _____

STUDENT INFORMATION FACTSHEET

Directions: Please introduce yourself by filling out the following. All information will be kept confidential.

01. Your Name: _____

02. Please Call Me By This Name: _____

03. Your Student Identification Number: _____

04. Course Identification Information: _____

05. Year/Semester: _____

06. Are you an International Student? Please Circle your answer: NO YES.

If "Yes," please indicate which country you come from: _____

07. In terms of age, are you a "Non-traditional" student? Please Circle Your Answer: NO YES

08. Your Sex: Please Circle Your Answer: Female Male

09. Race/Ethnicity: Please Circle Your Answer: African American, Hispanic, Asian American, Native-American (American Indian), Non-Hispanic White, Other (Please Indicate): _____

10. Year in School: Please Circle Your Answer: Freshman, Sophomore, Junior, Senior, Graduate Student, Other. If "other," please specify: _____

11. Major/Areas of Interest: _____

12. Intended Career: _____

13. Do you have any special needs of which I should be aware (e.g., disabilities, scheduling conflicts, child care)?

14. Please clearly print the e-mail address you want me to use to contact you vis-à-vis this course: _____

15. What is your greatest hope and your greatest fear about this class?



CHAPTER 1

Perceiving and Understanding Social Life Sociologically: Theory and Methods

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1.-3. Three major paradigms in sociology are

(1) _____

(2) _____

(3) _____

4. _____ refers to stable and recurring patterns of social relations.

5.-6. Norms that have relatively mild sanctions attached to them are called _____ while norms that have relatively severe sanctions attached to them are called _____.

7. _____ is an ethical principle requiring that research participants be told enough to enable them to choose whether they wish to participate in the research project.

NAME _____ DATE _____

8.-10. According to Friedrich Hegel, social change is a dialectical process that has three stages or phases. These stages, in the order in which they occur, are:

(8) _____

(9) _____

(10) _____

11. To the extent that a measuring instrument measures what it is supposed to measure, to that extent it has _____.

12. _____ refers to the extent to which a measuring instrument gives consistent results.

13.-14. There are two logical models of theory construction. As used in research methods, _____ is the logical model in which specific hypotheses are developed on the basis of general principles (one is arguing from the general to the specific), whereas _____ is the logical model in which general principles are developed from specific observations (one is arguing from specific observations and then develops a theory that explains the observations).

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Alienation (Karl Marx)	Field research	Positivism
Altruistic suicide	Folkways	Post-modernism
Anarchy	Frequency	Power (Weber)
Anomic suicide	Frequency distribution	Pragmatism
Anomie	Function	Probability sample
Anonymity	Georg Simmel	Proletariat
Antithesis	George Herbert Mead	Purposes of research: description, exploration, explanation (cause and effect)
Auguste Comte	Gesture (George Herbert Mead)	Qualitative methodology
Authority	Grounded theory (Barney Glaser and Anselm Strauss)	Random assignment
Authority relationship	Group	Random sample
Axiom	Hypothesis	Rationalism
Bourgeoisie (capitalist class)	Ideology	Rationalization (Weber)
Causal reasoning	Imperative order	Raw score (absolute score)
Chicago school, the	Independent variable	Reliability
Class (Weber)	Individualism	Ritual
Closed-ended questions	Induction	Role taking
Column heading (column caption)	Influence	Row caption (row heading)
Column marginals	Informed consent	Row marginals
Comparison group	Institution	Rules of the Sociological Method
Confidentiality	Karl Marx	Sample
Conflict theory (Social Conflict theory)	Latent function	Science
Contingency table	Looking-glass self (Charles Horton Cooley)	Scientific method
Control group	Macro	Seville Statement on Violence, the
Correlation is not causation	Manifest function	Social category
Deduction	Max Weber	Social fact (Durkheim)
Definition of the situation	Measurement	Social structure
Dependent variable	Measures of central tendency: mean, median, mode	Sociology

Dialectic	Meso	Solidary order
Domination	Micro	Status (Weber)
Durkheim on suicide	Mores	Structural functionalism (Consensus theory)
Dysfunction	Mundane realism	Structural view
Economic means of production	Negative (or inverse) relationship	Substructure
Egoistic suicide	No deception	Superstructure
Elements of the classical experimental design	Non-probability sample	Supportive social systems (Durkheim)
Emile Durkheim	Norm	suttee
Epistemology	Normative order	Survey research
Ethical guidelines for conducting research with human subjects	Open-ended questions	Symbol
Ethnography	Operationalization	Symbolic interactionism
Exchange order	Participant observation	Synthesis
Experiment	Patriarchy	The Protestant Ethic and the Spirit of Capitalism
Experimental group	Patrimonial rule	Thesis
Experimental methods	Population	Total institution
Experimental realism	Positive (or direct) relationship	Validity
Feminist theory	Levels of analysis: micro, meso, and macro	Variable

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 1.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Describe and distinguish among symbolic interactionism, structural functionalism, and social conflict theory as paradigms in sociology.

2. Who are the founders of European sociology? Compare and contrast their approaches to understanding social life.
3. What is ritual? Identify and describe three rituals of some group(s) of which you are a member. Identify and discuss the functions of ritual. Identify and discuss the manifest and the latent functions for each of the rituals you have chosen to write about in this essay.
4. Write an essay in which you discuss an example of each of the exchange principles of Simmelian theory (See Table 1.1) that you have experienced in your own life. Discuss exchange relationships in which you have experienced the principles of attraction, value, power, and tension.

Learning Opportunity 1.2 Writing Assignment

1. Distinguish between random sampling and random assignment. Provide an example of each.
2. Compare and contrast experimental and survey research. Be sure to address the strengths and weaknesses of each.
3. Explain the ethical requirements of sociological research.

Learning Opportunity 1.3. Library Exercise

In this exercise you are to go to the library and locate one of the journals indicated below. (Axe Library online is okay, if it works for you for this assignment. You can find some of the journals listed below in JSTOR. You will need your PSU Student ID# and your Gus Pin Number to access JSTOR online through the Pittsburg State University website.) In one of these journals find that article that has been published within the past four years, one in which you are interested and one that you can understand. Read the article. Then you are to write four things.

1. Give full bibliographic information on the article you have selected--Name(s) of author(s), title of the article, name of the Journal, Volume Number, Year, pages on which the article appears.
2. Write a 500-word synopsis of the article. Do not copy anything verbatim. Do not merely re-state the abstract of the article.
3. Then, on a new page, write a 100-word summary of the article.
4. Then, on a new page, in no fewer than 250 words, use your growing sociological imagination to relate the article to something—to a theory, to an occurrence in the world. Include in your assignment a photocopy of the entire article.

This assignment is to be typed, double-spaced, and stapled in the upper-left hand corner. Be sure to print your name, the course name, course and section number, and the date (day, month, year) in the upper right-hand corner of the cover sheet. Yes, there will be a cover sheet.

JOURNALS:

- American Journal of Sociology
- American Sociological Review
- Criminology
- Demography
- Journal of Marriage and Family
- Journal of Personality and Social Psychology
- Signs: Journal of Women in Culture and Society
- Social Problems

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. The extent to which a measure relates to other variables as predicted by theory is termed _____ validity.
 - A. construct
 - B. criterion-related
 - C. face or logical
 - D. content
 - E. internal
2. The extent to which a measure is correlated with an external criterion is its _____ validity.
 - A. face or logical
 - B. criterion-related
 - C. internal
 - D. face or logical
 - E. content
3. If a measure makes sense as an indicator of a concept, it has _____ validity.
 - A. construct
 - B. criterion-related
 - C. face or logical
 - D. external
 - E. content
4. _____ validity refers to the extent to which the results of a study accurately depict whether one variable is or is not a cause of another.
 - A. Construct
 - B. Criterion-related
 - C. Internal
 - D. External
 - E. Content
5. _____ validity refers to the extent to which the findings depicted in a sample or study may legitimately be generalized to settings, populations, and conditions beyond the study conditions.
 - A. Construct
 - B. Criterion-related
 - C. Internal
 - D. External
 - E. Content

6. _____ reliability addresses how stable a measure is over several (more than one) raters or judges.
- A. Inter-rater
 - B. Test-retest
 - C. Parallel-forms
 - D. Split-half
7. In the exchange principles in the theory of Georg Simmel, the more social actors perceive one another's respective resources as valuable, the more likely an exchange relationship is to develop among them. This is the principle of _____.
- A. attraction
 - B. value
 - C. power
 - D. tension
8. In the exchange principles in the theory of Georg Simmel, the greater a social actor's need for a resource of a given type, and the greater the scarcity of that resource, the greater the value placed on that resource by the social actor. This is the principle of _____.
- A. attraction
 - B. value
 - C. power
 - D. tension
9. In terms of suicide rates per 100,000 population in the United States, of the following demographic groups, the *highest* suicide rates are among _____.
- A. non-Hispanic white males
 - B. non-Hispanic white females
 - C. black males
 - D. black females
10. In the _____ level of measurement, mutual exclusiveness and exhaustiveness are the only characteristics of the attributes of the variable.
- A. nominal
 - B. ordinal
 - C. interval
 - D. ratio
11. This level of measurement has a true or absolute zero.
- A. nominal
 - B. ordinal
 - C. interval
 - D. ratio

12. In a statistical table, a _____ refers to the vertical listing of data in a series of categories, all of which have a common classification.
 - A. row
 - B. column
13. In a statistical table, a _____ refers to the horizontal listing of data in a series of categories, all of which have a common classification.
 - A. row
 - B. column
14. It is customary to use the columns of a statistical table for the categories of the _____ variable and the rows for those of the _____ variable.
 - A. dependent; independent
 - B. independent; dependent
15. In a statistical table, the row marginals and column marginals are the raw and percent frequency distributions of each variable, separately, and they can be found along the edges or margins of the table.
 - A. True
 - B. False
16. What is a contingency table?
 - A. a cross-tabulation table
 - B. a method of ordering and displaying data so that a cross-tabulation of two or more variables is presented
 - C. both of the above
 - D. none of the above
17. Which of the following is/are principles of table construction?
 - A. All tables should be numbered
 - B. All tables should have a title
 - C. All tables should include column headings and row headings
 - D. all of the above
 - E. none of the above
18. A(n) _____ is a tentative, testable statement about the relationship between two or more variables.
 - A. axiom
 - B. theory
 - C. hypothesis

19. Paradigms in sociology include _____.
- A. symbolic interactionism
 - B. structural functionalism
 - C. conflict theory
 - D. all of the above
 - E. none of the above
20. Normative order, solidary order, imperative order, and exchange order are relationships that make a world.
- A. True
 - B. False
21. Relationships of the right to command and the duty to obey are _____ relationships.
- A. authority
 - B. coercive
 - C. illegal
 - D. deviant
22. A _____ is a culturally standardized set of actions with symbolic significance performed on occasions and by persons prescribed by tradition; the acts and words that comprise it are precisely defined and vary little if at all from one occasion to another.
- A. ritual
 - B. micro
 - C. macro
 - D. meso
23. Sociology endeavors to understand social life at the _____ or large-scale level of analysis and at the _____ or small-scale level of analysis.
- A. micro; macro
 - B. macro; micro
 - C. meso; macro
 - D. macro; meso
24. Leadership is a form of what the German sociologist Max Weber calls _____, the right-to-command and the duty-to-obey relationships.
- A. solidary order
 - B. exchange order
 - C. domination

25. As used by sociologists, a group is two or more people characterized by _____.
A. shared goals
B. solidarity
C. sustained interaction
D. all of the above
26. The founder of sociology is _____.
A. Maximilien Robespierre
B. Jean-Jacques Rousseau
C. Auguste Comte
D. George Herbert Mead
27. The classic sociological tradition includes _____.
A. Emile Durkheim
B. Karl Marx
C. Max Weber
D. all of the above
28. _____ is the philosophic position that valid knowledge has as its source direct observations perceived by the senses.
A. Rationalism
B. Rationalization
C. Positivism
D. Negativism
29. According to Emile Durkheim, social facts are _____.
A. external to the individual
B. objective, in the sense that they are not simply a product of subjective definitions
C. coercive, in that they constrain the individual's behavior
D. all of the above
30. According to Emile Durkheim, the causes of suicide _____.
A. are psychological
B. are biological
C. are theological
D. are a function of the strength of the normative order and of the solidary ties between the individual and the conventional social order

31. If the solidary ties between an individual and the collectivity are extremely strong, the individual will sacrifice her or his own life for the collectivity. Durkheim terms this action _____ suicide.
- A. anomic
 - B. altruistic
 - C. egoistic
32. This is Karl Marx's term for the property necessary for economic production to occur.
- A. the economic means of production
 - B. proletariat
 - C. bourgeoisie
 - D. alienation
33. _____ defines the concept of "class" in terms of one's relationship to the economic means of production.
- A. Karl Marx
 - B. Max Weber
34. According to Karl Marx, if one owns the economic means of production, one belongs to the class known as the _____.
- A. bourgeoisie
 - B. proletariat
35. According to Friedrich Hegel, the stages of the dialectical process, in the order in which they occur are _____.
- A. synthesis, antithesis, thesis
 - B. thesis, antithesis, synthesis
 - C. antithesis, thesis, synthesis
36. A(n) _____ is an interrelated system of norms and roles organized around the satisfaction of an important social need or function.
- A. positive sanction
 - B. negative sanction
 - C. role
 - D. institution
37. Which institutions is/are found in virtually all human societies?
- A. the family, the economy
 - B. religion, the politics (political order), education
 - C. Both of the above

38. _____ is the ability to effect a voluntary change in a social actor's behavior, opinions, or attitudes through persuasive action.
- A. Coercion
 - B. Illegitimate power
 - C. Influence
 - D. Domination
39. Epistemology is the study or theory of knowledge, its origin, nature, and limits.
- A. True
 - B. False
40. _____ refers to the economy as society's substructure or foundation
- A. Auguste Comte
 - B. Emile Durkheim
 - C. Max Weber
 - D. Karl Marx
41. _____ wrote The Protestant Ethic and the Spirit of Capitalism.
- A. Auguste Comte
 - B. Emile Durkheim
 - C. Max Weber
 - D. Karl Marx
42. Max Weber's concept of *verstehen* refers to the importance of _____ as an important part of understanding social life.
- A. the economic means of production
 - B. economic relations
 - C. subjective or empathic understanding
 - D. patriarchy
43. _____ are important Chicago school sociologists
- A. W.I. Thomas
 - B. Louis Wirth
 - C. Ferdinand Toennies
 - D. all of the above
 - E. none of the above

44. Role taking _____.
A. is a form of property theft
B. refers to taking the point of view, attitudes, or behaviors of another person by imaginatively perceiving oneself as the other person, in order to be able to anticipate that person's actual or likely behavior
C. is a form of violent crime
D. is a fundamental concept of Marxian conflict theory
45. In the statement "Sociology helps me understand social life," the *independent* variable is _____.
A. sociology
B. social life
C. me
D. There is not enough information provided to answer this question.
46. In the statement "Sociology helps me understand social life," the *dependent* variable is _____.
A. sociology
B. social life
C. me
D. There is not enough information provided to answer this question.
47. In research methods, _____ is a logical model in which general principles are developed from specific observations.
A. induction
B. deduction
C. transduction
D. neoduction
48. If you want to prove cause and effect to a scientific audience, you need to _____.
A. demonstrate temporal order
B. demonstrate correlation
C. check for spuriousness
D. all of the above
E. none of the above
49. As social class decreases so too does life expectancy. This is an example of a _____.
A. positive relationship
B. negative relationship
C. absence of a relationship
D. spurious relationship

50. Causal reasoning is _____.
A. reasoning about cause and effect
B. same thing as casual reasoning
C. both of the above
51. As income increases so does education. This is an example of a _____.
A. positive relationship
B. negative relationship
C. absence of a relationship
D. spurious relationship
52. As social class increases, the incarceration rate decreases. This is an example of a _____.
A. positive relationship
B. negative relationship
C. absence of a relationship
D. spurious relationship
53. When a researcher promises _____ the researcher is able to identify a particular response with a particular respondent but promises not to do so publicly.
A. confidentiality
B. voluntary participation
C. anonymity
D. informed consent
54. When a researcher promises _____ the researcher is unable to identify a particular response with a particular respondent.
A. confidentiality
B. voluntary participation
C. anonymity
D. informed consent
55. _____ examines people as they go about their everyday lives.
A. Survey research
B. Experimental research
C. Field research
D. all of the above
E. none of the above
56. Grounded theory is an example of the _____ approach to understanding social life.
A. deductive
B. inductive
C. parallel-forms reliability
D. split-half reliability

57. _____ refers to the systematic gathering of data about individuals and collectivities through the use of the interview or questionnaire, analyzing the resulting data through statistical analyses, and interpreting the results.
- A. Survey research
 - B. Experimental research
 - C. Field research
 - D. all of the above
 - E. none of the above
58. A _____ is the total number of cases with a given characteristic or characteristics, or all members of a give class or set.
- A. galaxy
 - B. sample
 - C. probability sample
 - D. population
59. A random sample is one in which _____.
- A. it is not possible to determine the probability that each case in the population has of being included in the sample
 - B. every case in the population has an equal chance or probability of being included in the sample.
 - C. both of the above
60. Correlation _____ causation.
- A. is
 - B. is not
61. The _____ is the most frequently used measure of central tendency
- A. mean
 - B. median
 - C. mode
62. Tell me what the *mode* is in this data array: 1, 3, 5, 5, 7, 9.
- A. 1
 - B. 3
 - C. 5
 - D. 7
 - E. 9
63. The _____ is a good measure of central tendency to use when the data set is skewed.
- A. median
 - B. mean

64. $\bar{X}$ is the symbol for which measure of central tendency?
- A. mean
 - B. median
 - C. mode
 - D. all of the above
65. The Seville Statement on Violence dogmatically asserts that it is scientifically incorrect to say that _____.
- A. humans have a violent brain
 - B. war is caused by instinct or any single motivation
 - C. humans have inherited a tendency to make war from our animal ancestors
 - D. all of the above
 - E. none of the above
66. The Seville Statement on Violence dogmatically asserts that it is scientifically incorrect to say that _____.
- A. war or any other violent behavior is genetically programmed into human nature
 - B. in the course of human evolution there has been a selection for aggressive behavior more than for other kinds of behavior
 - C. both of the above
 - D. none of the above
67. The prohibition of the practice of suttee by British authorities in India during the nineteenth century is an example of a _____.
- A. folkway
 - B. more
68. The practice of suttee refers to _____.
- A. the cultural practice whereby the widow marries the brother of her deceased husband
 - B. the practice whereby the father adopts the future husband of his daughter into the family, that man cuts all ties to his family of orientation and takes the family name of his future wife's husband, and any children he bears with his wife belong in the family line of the wife's father
 - C. the cultural practice among high-caste Hindu widows to throw themselves alive onto the funeral pyre of their deceased husband

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements (EKEs)

CHAPTER 1: "Perceiving and Understanding Social Life Sociologically: Theory and Methods"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)

STUDENT ASSESSMENT OF EKEs IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Experimental research				
2. Field research				
3. Qualitative methodology				
4. Quantitative data				
5. Scientific method				
6. Social conflict theory (Conflict theory)				
7. Social structure				
8. Structural functionalism (Consensus theory)				
9. Survey research				
10. Symbolic interactionism				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 2

Types of Societies and Social Groups

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1.-3. List three of three of the five functions of the state according to Max Weber:

(1) _____

(2) _____

(3) _____

4. _____ is a state's right, at least in principle, to do whatever it wants within its own territory.

5.-7. List three characteristics of the state as a form of political association:

(5) _____

(6) _____

(7) _____

NAME _____ DATE _____

8. _____ refers to the seclusion of women from public observation, and it is accomplished by wearing concealing clothing from head to toe and by the use of high-walled enclosures, walls, curtains, and screens within the home.

9. _____ is the transmission of cultural traits or social practices from one culture or subculture to another through such mechanisms as exploration, military conquest, social interaction, tourism, immigration, the mass media, and so forth.

10. _____ the immolation of a widow on her dead husband's funeral pyre.

11. According to the doctrine of _____, upon marriage the husband and wife become a single legal identity, that of the husband.

12.-13. Emile Durkheim views _____ solidarity as characteristic of folk society and _____ solidarity as more prevalent in highly differentiated and heterogeneous social orders.

14. According to Charles Horton Cooley, if a group is not primary, it is a _____ group.

15. _____ refers to the tendency for people who belong to an in-group to favor their own group, to evaluate their group more highly than do people who are not members.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Achievement	Loyalty
Anomie	Mechanical solidarity
Artificial will	Natural will
Ascription	Nonprimordial group, primordial group
Association	Organic solidarity
Caste	Out-group
Charles Horton Cooley	Pattern of violence across types of societies
City, the	Peasant, peasant village
Common conscience	Potlatch
Coverture	Pre-industrial city
Cultural diffusion	Primary group, secondary group
Dhimmitude	Prolocutor
Edward Shils	Purdah
Emile Durkheim	Robert Redfield
Female genital mutilation	Sati
Ferdinand Toennies	Society
Folk society	Sovereignty
Footbinding	State
Gemeinschaft, Gesellschaft	Stratification
Identification	Structured conflict
In-group	Sumerian creation myth, the
In-group bias	Thomas Hobbes
Jean-Jacques Rousseau	Urban-agrarian society

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 2.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Compare and contrast the ideas of Thomas Hobbes and Jean-Jacque Rousseau on what social life is like before the rise of the state as a form of human social organization. Which intellectual tradition do you find more compelling, and why?
2. Briefly describe and distinguish between folk and urban-agrarian societies.
3. Explain to the reader Charles Horton Cooley's concept of primary group and secondary group. Tell the reader about two primary groups in your life. Tell the reader about a secondary-group experience from your own life.

Learning Opportunity 2.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double spaced, and *at least* four pages in length.

1. What is potlatch? Have you ever experienced anything like potlatch? Tell the reader about it.
2. What are the features of social life that emerge with the city?
3. Write an essay in which you explain dhimmitude to the reader, illuminating its political, legal, social, and religious aspects.
4. Differentiate between the concepts "primordial group" and "nonprimordial group." Then, list and briefly describe both your primordial and nonprimordial group memberships.

Learning Opportunity 2.3. Applying Sociology

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double spaced, and at least of the length that is specified.

1. View the DVD "Bombay." Then, write at least a four-page analysis of the movie, utilizing some of the key concepts from this chapter. In what ways is the country village in the movie similar to, and different than, folk society? In what ways is the country village in the movie similar to, and different than Urban-agrarian society? In what ways is social life in the big city similar to and different than the pre-industrial city as presented in your textbook? In what ways is social life in the big city similar to social life in the urban-agrarian village? Tell the reader about it.
2. For this learning exercise your answers are to be typed, double-spaced, stapled in the upper left corner, and no shorter than three full pages in length.

Go to the following website:

<http://ngm.nationalgeographic.com/ngm/0102/feature6/fulltext.html> Document: The Bushmen

Browse through this site. Read about the Bushmen of the Nyae Nyae. Explore the material. Then, write a four-page essay in which you characterize and summarize the portrayal of the Bushmen. In your essay, tell the reader about the ways in which they are similar to, and different than, “folk society” citizens as portrayed in your textbook. Tell the reader about the social changes that are part of the daily lives of these people. How was social change portrayed in what you read at the website? Tell the reader about it. What did you find most interesting in the website?

Learning Opportunity 2.4. Applying Sociology

For this learning exercise your answers are to be typed, double-spaced, stapled in the upper left corner, and no shorter than two full pages in length.

1. Differentiate between the following concepts: “in-group,” “out-group.” Then, list and briefly discuss your “in-group” memberships and the relationships and experiences you have with “out-groups.”
2. Explain to the reader the “in-group” “out-group” dynamics embodied in dhimmitude in urban-agrarian society.

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. Large, dense populations, full-time specialists, and taxation are features of social life that first emerge with _____.
 - A. Folk society
 - B. Horticultural society
 - C. The city as a form of human habitation
 - D. Urban industrial society
 - E. The status quo
2. The earliest cities were built _____.
 - A. In Western Europe during industrialization
 - B. Around 3,500 B.C. in the Fertile Crescent
 - C. When people learned the techniques of plow-based agriculture on irrigated ground
 - D. Both (B) and (C)
3. Societies characterized by subsistence-level existence, little surplus, homogeneity, nomadicism, and a common conscience are termed _____.
 - A. Hunting and gathering societies
 - B. Folk societies
 - C. Both of the above
 - D. Urban-agrarian societies
 - E. Caste societies
4. _____ societies are small, isolated, nonliterate, homogeneous, nomadic, and there is an ethic of sharing.
 - A. Modern industrial
 - B. Urban agrarian
 - C. Folk
 - D. Feudal
 - E. Both (B) and (D)
5. In _____ society there is a strong sense of solidarity at the society-wide level, kinship is the basic category of experience, and the sacred prevails over the profane.
 - A. Modern industrial
 - B. Urban agrarian
 - C. Folk
 - D. Feudal
 - E. Both (B) and (D)

6. Government in _____ society is by persuasion.
 - A. no
 - B. folk
 - C. urban-agrarian
 - D. feudal
 - E. both (C) and (D)
7. In folk society, the powers of the headman _____.
 - A. are absolute and brutal
 - B. are quite limited
 - C. seldom extend beyond the bounds of his or her own band
 - D. Both (B) and (C)
8. According to Ferdinand Toennies, *Gemeinschaft* is founded on _____.
 - A. Natural will
 - B. Artificial will
 - C. Brute force
 - D. Common conscience
 - E. Interdependence
9. In a folk society, the position of headman tends to be _____.
 - A. part-time
 - B. full-time
10. In folk societies, the prerogatives of chieftanship _____.
 - A. are numerous
 - B. are few
11. _____ are types of societies in Robert Redfield's typology of types of societies.
 - A. Mechanical, organic
 - B. Primary, secondary
 - C. Gemeinschaft, Gesellschaft
 - D. Folk, urban-agrarian, urban-industrial
 - E. Status, contract
12. Nomadicism is a characteristic of _____ society.
 - A. folk
 - B. urban-agrarian
 - C. urban industrial
 - D. no

13. The *most highly* stratified societies are _____ societies
- A. urban industrial
 - B. urban-agrarian
 - C. folk
14. The exact and predictive sciences, formation of the state, and the rise of foreign trade are characteristics of social life that first emerge _____.
- A. In folk society
 - B. With the city as a form of human habitation
 - C. In industrial society
15. Government in _____ is by persuasion, one manifestation of which is government by general council.
- A. folk society
 - B. urban-agrarian society
 - C. Gesellschaft
 - D. Organic society
16. If people are shamans, what are they?
- A. Professional soldier
 - B. Tax collector
 - C. Priest or healer
 - D. Maker of boats
 - E. Artist in the pre-industrial city
17. Folk societies lack which of the following mechanisms that facilitate the transmission of advantage across generational lines?
- A. Abundant wealth and surplus
 - B. Hereditary statuses with established prerogatives that accrue to the incumbent regardless of ability
 - C. The existence of class-differentiated subgroups
 - D. All of the above
 - E. None of the above
18. According to Auguste Comte, the subject matter of sociology is the study of institutions that provide for social change, which he termed _____, and the study of institutions that provide for stability and order in society, which he termed _____.
- A. Gemeinschaft; gesellschaft
 - B. Social dynamics; social statics
 - C. Social statics; social dynamics
 - D. Gesellschaft; gemeinschaft
 - E. Folk society; urban-agrarian society

19. Full-time specialists, large-dense populations, and the erection of monumental public buildings are aspects of social life that first emerged _____.
A. in folk society
B. with the city as a form of human settlement
C. with industrialization
20. Fundamental differences between the peasant village and the folk society include _____.
A. Production is no longer just for local consumption
B. A rational, utilitarian, and calculating attitude toward work
C. The limited scope of solidarity
D. All of the above
E. None of the above
21. The _____ filled the role of social disciplinarians in the emergence of urban-agrarian society in the Fertile Crescent.
A. farmers
B. professional soldiers
C. priests
D. fathers
E. Prison guards
22. The lack of solidarity at the society-wide level is a defining characteristic of _____.
A. folk society
B. patriarchy
C. urban-agrarian society
D. gemeinschaft
23. The peasant first emerged in _____.
A. Folk society
B. Hunting and gathering society
C. Both (A) and (B)
D. Urban agrarian society
24. In feudal society, a sense of nationhood tends not to develop as rapidly as the growth of actual urban domination.
A. True
B. False

25. A _____ is a type of group that is defined by means of entrée and egress; the way one gets into it is by being born into it, and one gets out of it by death.
- A. class
 - B. caste
 - C. more
 - D. folkway
 - E. pariah group
26. Pre-industrial cities are characterized by which of the following?
- A. Small literate elite
 - B. Rigid social segregation
 - C. Handicraft industry
 - D. Relatively low status of specialization in trade
 - E. All of the above
27. Our introduction to sociology class is an example of a(n) _____ group.
- A. primordial
 - B. nonprimordial
 - C. habitat
 - D. anomic
 - E. e pluribus unum
28. Creating and sustaining solidarity among nonprimordial others is always problematic.
- A. True
 - B. False
29. _____ is/are source(s) of attachment to nonprimordial others.
- A. Identification
 - B. Association
 - C. Both of the above
 - D. None of the above
30. _____ refers to the tendency for people who belong to an in-group to favor their own group and to evaluate their group more highly than do people who are not members.
- A. In-group bias
 - B. Institutional discrimination
 - C. Group polarization
 - D. The risky shift
 - E. both (C) and (D)

31. Dhimmitude is characteristic of _____ society.
- A. Folk
 - B. Urban-agrarian
 - C. no known
32. The gizya is part of the structure of _____.
- A. anomie
 - B. folk society
 - C. dhimmitude
 - D. apartheid in South Africa
 - E. the institution known as berdache
33. The term "people of the book" _____.
- A. is a polite term for nerds
 - B. is a theological term
 - C. describes people who, according to the Qur'an, received scriptures revealed to them by God prior to Muhammad
 - D. people who have a library card
 - E. Both (B) and (C)
34. Which behaviors by a dhimmi would rupture the pact of protection?
- A. failure to pay the jizya
 - B. rebellion against Islamic law
 - C. commit blasphemy
 - D. entice a Muslim from his faith
 - E. all of the above
35. Which of the following is true about the position of dhimmis?
- A. They were allowed to possess and bear weapons
 - B. Dhimmis could give testimony in Islamic court against Muslims
 - C. They were free to ring their church bells and to trumpet the shofars
 - D. All of the above
 - E. None of the above
36. _____ is the annual poll tax or tribute that was paid as part of the dhimmis' pact of protection.
- A. Umma
 - B. Corvée
 - C. Ikaf
 - D. Jizya
 - E. Raya

37. Emile Durkheim coined this term to refer to an uncomfortable state of arousal that individuals may experience when norms are in flux and guidelines for behavior no longer are clear.
- A. mechanical solidarity
 - B. organic solidarity
 - C. anomie
 - D. corvée
 - E. artificial will
38. Emile Durkheim would say that what kind of societies are characterized by a common conscience?
- A. Modern industrial
 - B. Urban agrarian
 - C. Folk
 - D. Feudal
 - E. Both (B) and (D)
39. Emile Durkheim would say that what kind of societies are characterized by organic solidarity?
- A. Modern industrial
 - B. Urban agrarian
 - C. Folk
 - D. Feudal
 - E. Both (B) and (D)
40. According to Charles Horton Cooley a _____ is characterized by the following: common standards of behavior or values; direct, frequent contact among its members; relations among members are an end in themselves, not a means to an end; members know about a wide range of aspects of each others' lives.
- A. gesellschaft
 - B. primary group
 - C. modern-industrial society
 - D. nonprimordial group
 - E. organic solidarity
41. Edward Shils's term for those groups that come first in our experience, such as the community in which we are born, the family into which we are born, the tribe into which we are born, and so forth.
- A. nonprimordial groups
 - B. primordial groups
 - C. out-group
 - D. gesellschafte
 - E. gemeinschaft

42. Sociologists use the term _____ to refer to the extent to which a social actor's sense of self is rooted in group membership.
- A. artificial will
 - B. association
 - C. loyalty
 - D. identification
 - E. natural will
43. Sociologists use the term _____ to refer to the reaching beyond primordial ties to establish common cause with others.
- A. artificial will
 - B. association
 - C. loyalty
 - D. identification
 - E. natural will
44. Sociologists use the term _____ to refer to attachment to a group as a group.
- A. artificial will
 - B. association
 - C. loyalty
 - D. identification
 - E. natural will
45. In-group bias is more likely if the in-group is small relative to the out-group.
- A. True
 - B. False
46. Ferdinand Toennies uses the term _____ to describe modern societies.
- A. Gemeinschaft
 - B. Gesellschaft
 - C. organic solidarity
 - D. mechanical solidarity
 - E. folk society
47. _____ is an Enlightenment philosopher who promoted the idea of the Noble Savage in his essay "Discourse on the Origin and Foundations of Inequality Among Men."
- A. Immanuel Kant
 - B. Thomas Hobbes
 - C. Jean-Jacques Rousseau
 - D. John Locke
 - E. Thomas Jefferson

48. Thomas Hobbes had a conception of life in folk society as _____.
A. the war of everyman against every man
B. men lived in continual fear and danger of violent death
C. life was "solitary, poore, nasty, brutish, and short"
D. all of the above
E. none of the above
49. Jean-Jacques Rousseau had a conception of life in folk society as _____.
A. the war of everyman against every man
B. men lived in continual fear and danger of violent death
C. Life was "solitary, poore, nasty, brutish, and short"
D. all of the above
E. none of the above
50. Jean-Jacques Rousseau had a conception of life in folk society as _____.
A. innately peaceful
B. a world in which men were innocent and virtuous
C. a condition of equality where humans were ruled by their passions
D. all of the above
E. Both (A) and (B)
51. _____ saw the original state of human society as a peaceful combination of free love and communism.
A. Immanuel Kant
B. Thomas Hobbes
C. Jean-Jacques Rousseau
D. John Locke
E. Thomas Jefferson
52. Murder rates are highest in _____ societies.
A. folk societies
B. urban-agrarian societies
C. modern industrial societies
53. Political scientist Azar Gat and others document that murder rates among hunter gatherers _____ in any modern industrial society.
A. were lower than
B. were higher than
C. were just as low as

54. The Kung San, also known as the “Bushmen” of the Kalahari Desert, had a homicide rate from 1920 to 1955 that was _____.
A. four times that of the United States
B. twenty to eighty times that of major industrial nations during the 1950s and 1960s
C. both of the above
D. none of the above
55. With regard to the Gebusi of New Guinea, calculations show that _____.
A. the murder rate among the Gebusi is a lot *lower* than that in the United States
B. the military of the United States, in addition to its internal homicide rate, would have had to kill practically the *entire* population of South Vietnam during its nine-year involvement there, to equal the homicide rate among the Gebusi
56. With regard to the rate of warfare in state and non-state societies, non-state societies are characterized by a _____ frequency of warfare.
A. far lower
B. far greater
57. Which had a *higher* frequency of warfare—hunting and gathering societies or the early Roman Republic (510-121 BC)?
A. the early Roman Republic
B. hunting and gathering societies
58. The death rate due to warfare _____ as societies move from a pre-state to state societies, just as Hobbes would have predicted.
A. decreases
B. increases
C. does not change
59. The two most violent centuries of the past millennium of European history have been the 17th and the 20th. How do the death rates due to war in Europe during those centuries compare with the death rates due to war in hunting and gathering societies?
A. Modern western countries, even in their most war-torn centuries, have about 25 percent of the average death rate due to war compared with most non-state societies
B. Modern western countries, in their most war-torn centuries, have a death rate due to violence that is 2,500 times greater than the death rate due to war that is found in most non-state societies.

60. The term _____ refers to the seclusion of women from public observation, and it is accomplished by wearing concealing clothing from head to toe and by the use of high-walled enclosures, walls, curtains, and screens in the home.
- A. sati
 - B. levirate
 - C. purdah
 - D. infibulation
 - E. all of the above
61. The institution of footbinding _____.
- A. pervaded China for a thousand year period
 - B. refers to the thwarting of the growth of a female's feet
 - C. appeared in the Sung Dynasty (960-1279)
 - D. all of the above
 - E. none of the above
62. In this solution to "the widow problem," the widow is immolated on her dead husband's funeral pyre.
- A. sati
 - B. levirate
 - C. purdah
 - D. infibulation
 - E. all of the above
63. According to the doctrine of _____, upon marriage a husband and wife became a single legal identity, that of the husband.
- A. sati
 - B. coverture
 - C. corvée
 - D. levirate
 - E. purdah
64. A _____ is labor that people in power have the authority to compel their subjects to perform.
- A. sati
 - B. coverture
 - C. corvée
 - D. levirate
 - E. purdah

65. Female genital mutilation (FGM) _____.
A. refers to all procedures involving total or partial removal of the external female genitalia
B. is an umbrella term that refers to several practices that are deeply embedded in the culture of various groups around the world
C. is practiced in no countries in the world today
D. All of the above
E. Both (A) and (B)
66. Which of the following statements is/are true about female genital mutilation? Female genital mutilation _____.
A. Female genital mutilation is practiced in 28 African countries as well as in Asia (Indonesia) and the Middle East
B. Female genital mutilation is increasingly common the U.S.A., Europe, and Canada, primarily among immigrants from those countries
C. About 140 million girls and women worldwide are living with the consequences of female genital mutilation.
D. In Africa more than three million girls are estimated to be at risk of female genital mutilation *annually*
E. All of the above
67. There is a high level of banditry in urban-agrarian society.
A. True
B. False
68. The state _____.
A. is a territorial entity controlled by a government and inhabited by a population
B. is a form of political association
C. has a defined, organized government
D. has a defined territory
E. all of the above
69. Sovereignty _____.
A. is a characteristic of hunting and gathering societies
B. is a state's right, at least in principle, to do whatever it wants within its own territory
C. According to the principle of sovereignty, states are separate, autonomous, and answer to no higher authority.
D. all of the above
E. Both (B) and (C)

70. The state _____.
- A. has a more or less permanent population
 - B. is recognized by other governments
 - C. both of the above
 - D. none of the above
71. According to Max Weber, the basic functions of the state include which of the following?
- A. the enactment of law (legislative function)
 - B. the protection of personal safety and public order (the police function)
 - C. the protection of vested rights (the function of the administration of justice)
 - D. all of the above
 - E. none of the above
72. According to Max Weber, the basic functions of the state include which of the following?
- A. the cultivation of hygienic, educational, social-welfare, and other cultural interests
 - B. organized and armed protection against outside attack (military administration function)
 - C. both of the above
 - D. none of the above
73. The population density of hunting and gathering societies is _____.
- A. high
 - B. medium
 - C. low
74. The population density of hunting and gathering societies is about _____ per square mile.
- A. one
 - B. 5.7
 - C. 26-64
 - D. 500-750
 - E. 6,000
75. Which of the following statements accurately states the relationship between societal complexity and population density?
- A. There is no relationship.
 - B. There is a positive relationship
 - C. Population density increases with the level of societal complexity
 - D. Both (B) and (C)
76. If there is a positive relationship between societal complexity and population density, then, as a society becomes more complex, the number of people per square mile _____.
- A. increases
 - B. decreases
 - C. does not change

(Month, Day, Year)

YOUR STUDENT ID #

DATE(s):

COURSE NAME: _____

COURSE NUMBER & SECTION NUMBER: _____

COURSE NUMBER & SECTION NUMBER:

YOUR INSTITUTION'S NAME: _____

COURSE NUMBER & SECTION NUMBER: _____

CLASS START TIME: _____

& SECTION NUMBER:
CLASS START TIME:

CLASS END TIME: _____ TOTAL CLASS TIME: _____ (In Minutes)

(In Minutes)

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements (EKEs)

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)**STUDENT ASSESSMENT OF EKEs IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS**

	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
Essential Knowledge Elements (EKEs)				
1. Common conscience				
2. Dhimmitude				
3. Folk society				
4. Gemeinschaft, Gesellschaft				
5. Mechanical solidarity				
6. Organic solidarity				
7. Primary group, secondary group				
8. Sovereignty				
9. State, the				
10. Urban-agrarian society				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 3

Culture and Organizations

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. A _____ is a secondary group whose goal is the achievement of explicit objectives or tasks.
2. _____ refers to a collectivity of people who occupy a particular territorial area, share a common culture and a sense of unity, and regard themselves as different than nonmembers.
3. _____ are cultural elements that are found in virtually all societies; these include the family, a gendered division of labor, humor, games, myths, incest taboos, and norms regarding dispute resolution.
4. _____ refers to “that complex whole which includes knowledge, behavior, art, morals, law, custom, and any other capabilities and habits acquired” by humans as members of society.
5. A _____ is a formally organized, specialized, secondary group, in which membership is a matter of freely exercised choice and from which members are free to resign; examples are the Girl Scouts of America, the American Rifle Association, and the American Sociological Association.

NAME _____ DATE _____

6-7. _____ ties are relationships characterized by intimacy, emotional intensity, and sharing, while _____ ties are relationships characterized by low intensity and low intimacy.

8. Coordinating group activities toward group goals is a definition of _____.

9-11. List the three types of authority identified by Max Weber:

9.) _____

10.) _____

11.) _____

12. There is a tendency, originally called "the risky shift" but more widely known as _____, for group participation to accentuate the members' pre-existing tendencies and attitudes.

13. French sociologist Pierre Bourdieu coined the term _____ to refer to the extent to which an individual, collectivity, or group is adept with regard to the cultural elements of the dominant culture.

14.-15. _____ influence is conformity based on accepting as correct evidence about reality that is presented by others, while _____ influence is conformity based on a social actor's desire to be socially accepted by others.

16. _____ is the tendency of large organizations to continue with their policies even when external conditions, including their clients' needs, change.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Attitude	Ideal type
Authoritarian leaders	Informal leadership
Bureaucracy	Informal organization
Bureaucratic inertia	Informational influence
Charismatic authority	Laissez-faire leaders
Counterculture	Leadership
Cultural capital	Material culture
Cultural element	Nonmaterial culture
Cultural inconsistency	Normative influence
Cultural lag	Oligarchy
Cultural pluralism	Pariah group
Cultural universal	Rational-legal authority
Culture	Social network
Culture shock	Society
De-individuation	Strong ties
Democratic leaders	Subculture
Ethnocentrism	Technology
Formal leadership	Traditional authority
Formal organization	Value
George Murdock	Voluntary association
Group polarization	Weak ties

LEARNING EXERCISES

The learning objective of this chapter is for you to develop a sociological understanding of culture, formal and informal organization, and bureaucracy. In the writing assignments below, you are to write a response to the questions or issues indicated, using concepts from this chapter. Your answers are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Exercise 3.1. Writing Assignment

1. Reflect upon your life sociologically. To what subcultures do you belong? Tell the reader about it. Have you ever been viewed by one or more social actors as being a member of a counterculture, or have you known a person who was a member of a counterculture? Tell the reader about it.
2. Reflect on your experiences in a voluntary association to which you belong, or a work situation you have experienced. Explain to the reader the leadership structure of the group you have selected. Would you characterize it as democratic, authoritarian, laissez-faire, or what? Explain to the reader.

3. Compare and contrast the experience of American Muslims with the experiences of African Americans, and where the data are available, with Hispanic Americans. Also, compare and contrast the experience of American Muslims with the experience of Muslims living in several major Western European countries. Is the experience of American Muslims similar to, or in contrast to, the experience of Muslims living in several major Western European countries? Explain.

Learning Experience 3.2. Doing Sociological Research

Answer the following questions in an essay of no less than four typed pages. In this essay you are to reflect upon ideas, concepts, and ways of knowing presented thus far in this textbook.

1. In this learning exercise, you are sociologically to consider what “work” and “leisure” are. First, tell the reader about your cultural tradition. Second, tell the reader what “work” is, what it means to you, and what “leisure” or “recreation” is and what it means to you. Then, you need to ask five persons from a cultural tradition different than your own (1) what “work” is, (2) what work means to them, (3) what “leisure” or “recreation” is, and (4) what “leisure” or “recreation” means to them. Explain to the reader in what significant ways each person’s cultural tradition differs from your own. For each of the persons that you interview, indicate her/his approximate age, gender, and cultural tradition. Be sure to indicate the responses given by each of the five people whom you interviewed. In the responses from the people you interviewed, what are the similarities or differences to your own views? What are they? Tell the reader about them. Please present a sociological explanation of these similarities and differences to the reader.
2. Group polarization occurs in various groups and organizations. Describe to the reader three examples of group polarization from your own life experiences or from the life experiences of someone you know. In each of the instances that you describe, why did group polarization occur? Explain to the reader. Also, explain to the reader how you “know” why group polarization occurred.

Learning Exercise 3.3. Letter to Significant Other Exercise

For this learning experience, you need to research well and thoroughly a culture different than your own. (If you were born and reared in the United States, you need to research a culture of a country other than the U.S.) You need to research the culture sufficiently well that you are able to write a letter of not less than three full pages to a significant other, explaining the ways in which your life and world view have changed as a result of having lived in that culture for three years. You may write in the first person. You are to attach a bibliography of at least two scholarly sources as the last page (page four) of this assignment. (“Travel brochures” are Not appropriate “sources” for this assignment.) Be sure to give full bibliographical information on the scholarly sources you utilize. For a book, full bibliographical information consists of the full name(s) of the author(s), the title of the book, the city of publication, the state of publication, the country of publication, the publisher, and the year of publication. For an article

in a scholarly journal, full bibliographical information consists of the full name(s) of the author(s), the title of the article, the name of the journal, the volume number, year of publication, and page numbers of the article.

Learning Experience 3.4. Writing Assignment

Answer the following questions in an essay of not less than three typed pages. Your answers are to be typed, double-spaced, and stapled in the upper left-hand corner.

1. Please reflect upon your own life in terms of personal experiences with bureaucracies. Which bureaucracies have touched your life? Select two of the bureaucracies you mention and tell the reader what they are. For each one you need to explain to the reader the ways in which it conforms to, and differs from, the ideal type of bureaucracy described by Weber. Which of the “shortcomings” of bureaucracy have you experienced? Tell the reader about it.
2. Tell the reader about two experiences you have had with bureaucracy and “the secret.” Have you ever known anyone who did not keep the secret? Tell the reader about it and about (a) the response of others in the bureaucracy to the breach of the secret and (b) their response to the “whistle blower.” Also, (c) How did the whistle blower respond? Tell the reader it. What does what you have written about tell you about the clandestine nature of bureaucracy? Explain to the reader.
3. To how many voluntary associations do you belong? Select two. Tell the reader which two they are, and explain to the reader what worth they have for you personally and for the larger community.

Learning Experience 3.5. The Frankie and Johnie Cooperative Learning Experience

Soc 100- _____ (Fill in course information, HERE)

Introduction to Sociology

Your Instructor's Name _____

Academic Semester & Year _____

Your Name _____

Your Student ID #: _____

Your Group Number: _____

Sex, Gender, and Society: The Frankie and Johnie Cooperative Learning Experience

PRELUDE—Reading and Rating

Individually, and without consulting each other, each student reads the following story:

“Once upon a time there were five people. Frankie and Johnie are in love. They want to get married right away. However, Frankie is separated from Johnie by a sea that is deep and wide. The only way

Frankie can cross the sea is by a boat owned by Albert. Albert charges \$2,000 to cross the sea one way. Frankie has only \$200. Frankie's neighbor, Betty, is rich and willing to loan the rest to Frankie, but Betty would charge Frankie 25% interest. Albert has a friend, Clark, who would pay Frankie's way if Frankie would 'spend time' with Clark."

Below, you will see the name of each person in our story. To the immediate right of each name is a short line. Individually, *without consulting with each other*, please write on each line a number from 1 to 5. *Each number must be used once and no more than once*. Each character must receive one of the numbers. Each number represents how much you sympathize with that character. 1 indicates that you have the least sympathy for that character, and 5 indicates that you feel the most sympathy. In other words, you are rank ordering how sympathetic you feel towards each character in the story.

1. How Much Sympathy I Feel for Each Character in the Story

1	2	3	4	5
I feel LEAST sympathetic			I feel MOST sympathetic	

Frankie: _____

Johnie: _____

Albert: _____

Betty: _____

Clark: _____

COOPERATIVE LEARNING

2. After everyone has finished reading the story and rating each character, break into small groups of 3 to 5 people. As a group, talk about why each of you rank-ordered as you did. (Your instructor will assign a "group number" to each group.)

3. Then, **each person**, *without consulting each other*, writes an ending to the story:

4. Each person reads her/his ending of the story to the group.

5. Then, the group identifies the similarities the stories had in common. These include the following:
6. Then, the group identifies the differences among the stories. These include:
7. Then, working together in your group, identify several of the cultural values embedded in the stories written by the members of your group. These include:
8. Print the names (First Name Last Name) of each of the other persons in your group:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
9. Then, your group writes an ending to the story:
10. After your group has written an ending to the story, individually, without consulting each other, rank-order how much sympathy you now feel for each character in the story by writing a number from 1 to 5 on each line, below. *Each number must be used once and no more than once*. Each character must receive one of the numbers. Each number represents how much you now sympathize with that character. 1 indicates that you have the least sympathy for that character, and 5 indicates that you feel the most sympathy. In other words, you are rank ordering how sympathetic you now feel towards each character in the story.

How Much Sympathy I Feel for Each Character in the Story

1	2	3	4	5
I feel LEAST sympathetic				I feel MOST sympathetic

Frankie: _____

Johnie: _____

Albert: _____

Betty: _____

Clark: _____

11. CUES ASSESMENT REGARDING STUDENT PERCEPTIONS OF THE FRANKIE AND JOHNIE COOPERATIVE LEARNING EXPERIENCE

Definition of Usefulness, Validity, Efficacy, and Comprehensiveness

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS	Ability to see use of the Instructional Delivery Component in the process of attaining mastery of course material. Scale of 1 (not useful) to 10 (highly useful).
VALIDITY	Is the Instructional Delivery Component valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid).
EFFICACY	Your level of competency with this Instructional Delivery Component. Scale of 1 (not competent) to 10 (highly competent).
COMPREHENSIVENESS	Completeness of this Instructional Delivery Component. Scale of 1 (not complete) to 10 (complete).

Directions: Please Assess the **FRANKIE AND JOHNIE COOPERATIVE LEARNING EXPERIENCE** in terms of its Usefulness, Validity, Efficacy, and Comprehensiveness

Instructional Delivery Components	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
The Frankie & Johnie Cooperative Learning Experience				

Learning Experience 3.6. Internet Assignment

YOUR NAME: _____
YOUR STUDENT ID # _____
COURSE NUMBER & SECTION NUMBER: _____
THE NAME OF YOUR INSTRUCTOR: _____
SEMESTER/YEAR: _____

In this Learning Exercise you will be using a series of web sites to obtain information about certain countries around the world. You will then use this information to answer all the questions provided in this assignment. You are to answer all 64 questions using the most up-to-date World Fact Book. Failure to use the most up-to-date World Fact Book results in a score of zero points for this assignment. You are to print your answers CLEARLY in the spaces provided, using pen with dark blue or black ink. You then use that information to answer the questions in the CANVAS assignment.

1. _____ The amount of time, **in minutes**, that it took you to complete this internet assignment.

The websites you will be using are provided by the Director of Central Intelligence of the United States Central Intelligence Agency (ODCI-CIA). These websites contain a treasure of information on many countries on our planet. State Department officials often use this information for background briefings, intelligence analysis, research, and preparation for in-country operations. This information also is useful to sociologists, journalists, economists, and others. These sites are easy to access and to use.

Directions for accessing these web sites:

- A. Go to a personal computer or other device that is hooked up to the Internet.
- B. Type in the following URL: <https://www.cia.gov/library/publications/the-world-factbook/>
Document: CIA World Factbook
Click on "Please select a country to view" icon to locate the desired country.
- C. Go to the documents specified in the assignment.
- D. Clearly print your answer in the space provided, using dark blue or black ink. Failure to use dark blue or black ink results in loss of quality points.

INDIVIDUAL NATIONS, Some Major Parts of the World

A. Russia and the Near Abroad

2-4. Russia's top three Export partners, from largest to smallest:

2. _____
3. _____
4. _____

5-7. Russia's top three Import partners, from largest to smallest:

5. _____

6. _____

7. _____

8-10. In terms of Transportation, with regard to Railways, name the top three countries in the world with the longest total route length of the railway network and of its component parts, from longest to shortest:

8. _____

9. _____

10. _____

B. Middle East

10. _____ The size of the population of the Kingdom of Saudi Arabia.

11. _____ The population of the Kingdom of Saudi Arabia includes how many non-nationals?

12. _____ In terms of the labor force of the Kingdom of Saudi Arabia, about what percent of the population in the 15-64 age group is non-national?

13. _____ The median age of the total population of the Kingdom of Saudi Arabia.

14. _____ The HIV/AIDS adult prevalence rate in the Kingdom of Saudi Arabia.

15. _____ The Kingdom of Saudi Arabia possesses what percent of the world's proven petroleum reserves?

16. _____ In terms of "oil production," The Kingdom of Saudi Arabia produces how many barrels (bbl) per day?

17-22. _____; _____; _____;
 _____; _____; _____

Who are Saudi Arabia's major export partners and what percent of Saudi Arabia's exports does each represent?

23. _____ According to the "Background" section of the country of Egypt, what are the Mamluks?

24. _____ According to the "Ethnic Groups" section, what percent of the population in Israel is Jewish?

25. _____ What is the second largest religion in Israel, and what is the percentage of the Israeli population that are members of this religious affiliation?

26. _____ What is the female literacy rate in Lebanon?

27. _____ In terms of "land use" in Afghanistan, what percent of the land is arable?

28.-29. _____ and _____ The two primary ethnic groups in Afghanistan.

30. _____ What percent of the population in Iran are ("ethnic group") Kurd?

C. Sub-Saharan Africa

31. _____ The African nation of Lesotho is bordered by only one nation. What is the name of this nation?

32. _____ The capital city of the nation of Nigeria.

- 33.-34. _____ and _____. The two primary ethnic groups in Ethiopia.
35. _____. The female literacy rate in Ethiopia.
36. _____. What percent of the population of the nation of Zambia lives below the poverty line?
37. _____. How many people live in the nation of Namibia?
38. _____. The largest ethnic group in the nation of Namibia.
- 39.-40. In the nation of Nigeria, the male literacy rate is _____ and the female literacy rate is _____.
41. _____. The capital of the nation of Kenya.

D. Asia

42. The Republic of Indonesia is a Southeast Asian nation that is an archipelago that lies between two oceans. These two oceans are the Pacific and _____.
43. _____. For the total population of Japan, what is the life expectancy at birth?
44. _____. According to the "Economy—overview" section for Peoples Republic of China, how many surplus rural workers are adrift between the villages and the cities, many subsisting through part-time low-paying jobs?
45. _____. The nation of Bangladesh achieved independence from Pakistan in what year?
46. _____. The official language of the nation of Bangladesh.
47. _____. The percent of the labor force engaged in agriculture in the nation of Bangladesh.

E. Central America and the Caribbean

48. _____. The percent of the nation of Honduras that is Roman Catholic.
49. _____. In terms of ethnic group affiliation, what percent of the population of the nation of Honduras is mestizo?
50. _____. The country to the immediate south of Belize, with which Belize shares a border.
51. _____. According to the "Military" section of the nation of Nicaragua, what is the number of males between the ages of 17-49 who are fit for military service?
52. _____. In the United States, about 22 percent of the population is aged 0-14. In the commonwealth of Puerto Rico, what percent of the population is aged 0-14?

F. South America

53. _____. Paraguay's longest Land Boundary is 1,880 km and it is shared with what country?
54. _____. What percent of Paraguay's labor force is engaged in the occupation of Agriculture?
55. _____. The world's highest navigable lake, Lago Titicaca, is located in Peru and in what other country?
56. _____. In terms of Land Boundaries, Venezuela's longest land boundary is 2,200 km and it is shared with what country?
57. _____. In terms of its Military, what percent of GDP does Ecuador devote to Military expenditures?

58. _____ Is this percent (the correct answer to question 43, immediately above) a lot less than, the same as, or a lot greater than the percent of GDP that is devoted to Military expenditures by the United States of America?

G. Western Europe

59. _____ The name of the Sea that borders the Netherlands.
60. _____ In terms of Gross Domestic Product (GDP) composition by sector, industry accounts for what percent of GDP in the nation of Ireland?
61. _____ On the Country Map for the nation of Germany, there is a river between the cities of Stuttgart to the north and Munich to the south. What is the name of the river?
62. _____ How many Administrative Divisions (states, Bundeslaender) are there in Austria?
63. _____ According to the Country Map for the nation of Sweden, this is the name of the body of water separating Sweden from Finland.
64. _____ The Country Map of the nation of Croatia indicates that this is the name of the Sea that separates Croatia and Italy.

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. _____ percent of American Muslims are satisfied with the way things are going in their lives.
 - A. 82
 - B. 47
 - C. 22
 - D. 15
 - E. 3

2. _____ percent of American Muslims rate their communities as excellent or very good places to live.
 - A. 79
 - B. 45
 - C. 23
 - D. 11
 - E. 1.5

3. About two-thirds (67 percent) of American Muslims say that the quality of life for Muslims in the United States is _____ in most Muslim countries
 - A. about the same as
 - B. better than
 - C. worse than

4. _____ percentage of Muslim Americans are satisfied with the way things are going in the United States percent compared with the general U.S. public.
 - A. About the same
 - B. A much lower
 - C. A higher

5. _____ is a perspective and an approach to social relations that affirms that cultural heterogeneity is a goal that should be pursued and attained by society.
 - A. Ethnocentrism
 - B. De-individuation
 - C. Cultural capital
 - D. Cultural pluralism

6. William F. Ogburn coined the term _____ to refer to a situation wherein one or more parts of a culture “change at a faster rate than other, related parts, with a resulting disruption of the integration and equilibrium” of the culture.
- A. Pariah group
 - B. Stigma
 - C. Cultural lag
 - D. De-individuation
 - E. Risky Shift
7. “The risky shift” is another term for _____.
- A. De-individuation
 - B. A pariah group
 - C. Cultural lag
 - D. Group polarization
 - E. Groupthink
8. _____ refers to the conflict between two or more simultaneously held values.
- A. Counter culture
 - B. Cultural lag
 - C. Value inconsistency
 - D. Cultural universal
 - E. Group polarization
9. _____ refers to a situation wherein one or more part(s) of a culture change at a faster rate than other part(s), with a resulting disruption of the integration and equilibrium of the culture.
- A. Counter culture
 - B. Cultural lag
 - C. Value inconsistency
 - D. Cultural universal
 - E. Group polarization
10. _____ authority is the most unstable form of authority.
- A. Rational-legal
 - B. Charismatic
 - C. Traditional
11. De-individuation refers to _____.
- A. a loss of evaluation apprehension
 - B. a loss of self-consciousness
 - C. both of the above
 - D. none of the above

12. In the United States, _____ say they have been the target of bigotry based on their religion within the past twelve months
- A. half of All Muslims who are African American
 - B. 28 percent of white Muslims
 - C. 23 percent of Asian Muslims
 - D. all of the above
 - E. none of the above
13. According to Max Weber, bureaucracy is characterized by _____.
- A. explicit procedural rules
 - B. career ladders and qualifications-based recruitment, employment, and promotion
 - C. fixed salary
 - D. all of the above
 - E. none of the above
14. When one experiences culture shock _____.
- A. one no longer knows the repertoire of cultural gestures and symbolic cues that make meaningful and accurate communication possible
 - B. one no longer knows the what to expect or how to make one's needs and wants known to others
 - C. one does not understand the gestures, and even perhaps the language, that other people use
 - D. all of the above
 - E. none of the above
15. In Andrdrew Silke's analaysis of 500 instances of communal violence in Northern Ireland, _____.
- A. undisguised and disguised attackers did not differ in the number of people they attacked, in the number of acts of vandalism, or in the severity of the injuries they inflicted
 - B. compared to undisguised attackers, *disguised* attackers inflicted more serious injuries, attacked more people, and committed more vandalism
 - C. compared to disguised attackers, *undisguised* attackers inflicted more serious injuries, attacked more people, and committed more vandalism
16. Pat is taking an introduction to anthropology course at a large public university in Minnesota. You observe that on a regular basis Pat coughs in class without covering his mouth, wipes his nose with his T-shirt, picks at blemishes on his arm and shoulder, and yawns in class without covering his mouth. On the basis of these and similar observations, a sociologist might say that Pat _____.
- A. Is low in cultural capital
 - B. Is high in cultural capital
 - C. Is manifesting the iron law of oligarchy

17. The level of an individual's or a group's cultural capital influences its life experiences in important ways.
- A. True
 - B. False
18. _____ is a segment of culture that includes tools and knowledge and that embraces all forms of productive technique used by humans and by some non-human primates to manipulate the physical environment in order to attain a practical result.
- A. Technology
 - B. Art
 - C. Language
 - D. All of the above
 - E. None of the above
19. _____ perceives that a clandestine culture is a universal characteristic of bureaucracy.
- A. Karl Marx
 - B. Max Weber
 - C. Alexis de Tocqueville
 - D. Pierre Bourdieu
 - E. William F. Ogburn
20. According to _____, the following are _____: marriage, the family, a gendered division of labor, humor, and incest taboos.
- A. Karl Marx; capitalist institutions
 - B. George Murdock; cultural universals
 - C. Emile Durkheim; anomie
 - D. Max Weber; manifestations of the routinization of charisma
 - E. Barbara Reskin; ascriptive retreats
21. Cultural universals are cultural elements that are found in virtually every society.
- A. True
 - B. False
22. _____ refers to workers improving or modifying an aspect of their behavior that is being experimentally measured simply in response to the fact that they know they are being studied.
- A. Ethnocentrism
 - B. The Hawthorne effect
 - C. The Brandenburg effect
 - D. The pariah effect
 - E. Effective affect de-limitation

23. About _____ percent of people in the United States claim membership in at least one voluntary association.
- A. 5
 - B. 10
 - C. 25
 - D. 70
 - E. 90
24. About _____ percent of Americans belongs to four or more voluntary associations.
- A. 5
 - B. 10
 - C. 25
 - D. 70
 - E. 90
25. According to Alexis de Tocqueville, _____.
- A. Americans are leery of, and opposed to, a strong centralized state
 - B. There is a very anti-bureaucratic and anti-state culture in the United States
 - C. Voluntary associations are schools or training fields for democracy
 - D. All of the above
 - E. None of the above
26. According to Alexis de Tocqueville, membership in voluntary associations in the United States has which of the following effects?
- A. Gives rise to, and perpetuates, local democracy
 - B. Fulfills individual needs
 - C. Fulfills community needs
 - D. Fulfills societal needs
 - E. All of the above
27. The study of with whom social actors associate and the effects of those choices on social structure and individuals is known as _____.
- A. Social network analysis
 - B. ethno methodology
 - C. status group politics
 - D. anomie
 - E. misogyny
28. Network ties _____.
- A. Provide comfort in times of personal loss
 - B. Provide minor services
 - C. Provide information
 - D. All of the above
 - E. None of the above

29. _____ authority is legitimized on the basis of custom.
- A. Charismatic
 - B. Rational-legal
 - C. Traditional
30. Rational-legal authority is based on _____.
- A. an organizational structure characterized by clearly defined rules and procedures
 - B. a hierarchy of authority
 - C. impersonality
 - D. All of the above
 - E. None of the above
31. _____ authority is legitimized on the basis of the exceptional qualities that are attributed to a leader by her or his followers.
- A. Charismatic
 - B. Rational-legal
 - C. Traditional
32. _____ leadership provides emotional support for the group members.
- A. Expressive
 - B. Rational-legal
 - C. Instrumental
33. _____ leaders both welcome and solicit input from group members and they reach decisions through consensus.
- A. Authoritarian
 - B. Democratic
 - C. Laissez-faire
34. In the United States, African Americans (20 percent) are more than twice as likely as Muslim Americans (9 percent) or Hispanics (9 percent) to say they have been singled out by the police within the past twelve months.
- A. True
 - B. False
35. _____ leaders impose policies and procedures on the group.
- A. Authoritarian
 - B. Democratic
 - C. Laissez-faire

36. _____ leaders are only minimally involved in the group's decision-making process.
- A. Authoritarian
 - B. Democratic
 - C. Laissez-faire
37. As an ideal type, bureaucracy is _____.
- A. A system of administration that is particularly useful when the activities of a large number of people need to be coordinated in order to achieve specific goals.
 - B. An organizational model characterized by a lack of a hierarchy of authority
 - C. An organizational model characterized by a hierarchy of authority
 - D. Characterized by impersonality in personnel matters
 - E. All of the above, except (B)
38. According to Weber, the concept of rationalization in bureaucracy embraces which of the following ideas?
- A. Efficiency
 - B. Ascription
 - C. Rational-legal authority
 - D. All of the above
 - E. Both (A) and (C)
39. According to _____, a clandestine culture is a universal feature of bureaucracy.
- A. Max Weber
 - B. Emile Durkheim
 - C. Karl Marx
 - D. Barbara Reskin
 - E. Lyn Lofland
40. Bureaucracy's other face refers to _____.
- A. The routinization of charisma
 - B. Group polarization
 - C. Informal organization
 - D. groupthink
41. The Hawthorne studies _____.
- A. Documented the importance of informal structure in a bureaucracy
 - B. Discovered that the informal structure is an important determinant of worker morale and productivity
 - C. Were conducted from 1924 to 1932 at the Western Electric Company's Hawthorne Works in Chicago, Illinois
 - D. All of the above
 - E. None of the above

42. Conformity refers to _____.
A. The tendency for group discussion to accentuate already existing tendencies and attitudes.
B. The ability to get one's way in the face of opposition
C. Norms are no longer clear
D. A change in attitudes, belief, or behavior as a result of real or imagined group pressure
E. A change in attitudes, belief, or behavior as a result of accepting as correct evidence about reality that is presented by other people
43. In social network analysis, the term *strong ties* refers to _____.
A. relationships characterized by intimacy, emotional intensity, and sharing
B. relationships characterized by low intensity and low intimacy
C. none of the above
44. In social network analysis, the term *weak ties* refers to _____.
A. relationships characterized by intimacy, emotional intensity, and sharing
B. relationships characterized by low intensity and low intimacy
C. none of the above
45. _____ refers to the tendency of large organizations to continue with their policies even when external conditions, including their clients' needs, change.
A. Bureaucratic inertia
B. Oligarchy
C. Groupthink
D. Group polarization
E. Charisma
46. Dense networks of social support have been shown to lead to _____ among workers who have lost their jobs.
A. lower incidence of cancer
B. lower incidence of cholesterol issues
C. both of the above
D. none of the above
47. Dense networks of social support have been shown to have positive effects on _____.
A. blood pressure
B. mental health
C. pregnancy
D. other physical conditions that involve stress
E. all of the above

48. Of American Muslims, what percent are foreign-born?
- A. 95 percent
 - B. 63 percent
 - C. 34 percent
 - D. 10 percent
 - E. 3 percent
49. Of American Muslims in the United States, what percentage are U.S. citizens?
- A. 3 percent
 - B. 5 percent
 - C. 15 percent
 - D. 43 percent
 - E. 81 percent
50. A recent nationwide survey estimates that Muslims are _____ percent of the U.S. population.
- A. 15.6
 - B. 7.8
 - C. 3.0
 - D. 0.9
51. The Muslim American population is _____.
- A. youthful and racially diverse
 - B. generally well-educated
 - C. financially about as well off as the rest of the U.S. public
 - D. all of the above
 - E. none of the above
52. Muslim Americans are highly assimilated into American society.
- A. True
 - B. False
53. The extent to which Muslims are integrated into the economic mainstream of America _____ the position of Muslims living in several major Western European societies, such as Great Britain, France, Germany, and Spain.
- A. is very similar to
 - B. is in stark contrast to
54. About _____ percent of American Muslims endorse the idea that most people can get ahead if they are willing to work hard.
- A. 25
 - B. 74

55. The percentage of American Muslims who endorse the idea that most people can get ahead if they are willing to work hard is _____ among the U.S. public at large.
- A. a lower percentage than
 - B. the same percentage as
 - C. a higher percentage than
56. In the United States, the percentage of foreign-born Muslims who are U.S. citizens _____ the broader immigrant population in the United States, where less than half (47 percent) of all foreign-born are U.S. citizens.
- A. is the same as among
 - B. is far lower than among
 - C. is far higher than among the
57. In European countries, Muslims are _____ than is the case in the United States.
- A. far more over-represented in the lower income brackets
 - B. much more under-represented in the higher income brackets
 - C. both of the above
 - D. none of the above
58. Among native-born Muslims in the United States, _____.
- A. more than half are African American (59 percent)
 - B. a sizeable majority (69 percent) are converts to Islam
 - C. both of the above
 - D. none of the above
59. U.S. Muslims are about as likely as other Americans to report household incomes of \$100,000 or more.
- A. True
 - B. False
60. With regard to experiences with intolerance in the United States, _____ of Muslim Americans say they have experienced one of the following within the past twelve months because they are Muslim—have been called offensive names, have been singled out by law enforcement, or have been physically threatened or assaulted?
- A. 1 to 3 percent
 - B. 10 percent
 - C. 33 percent
 - D. 85 percent

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER:

YOUR INSTITUTION'S NAME: _____
 CLASS END TIME: _____ TOTAL CLASS TIME: _____ (In Minutes)
 COURSE NUMBER & SECTION NUMBER: _____ CLASS START TIME: _____

TOTAL CLASS TIME: _____ (In Minutes)

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements (EKEs)

CHAPTER 3: "Culture and Organizations"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

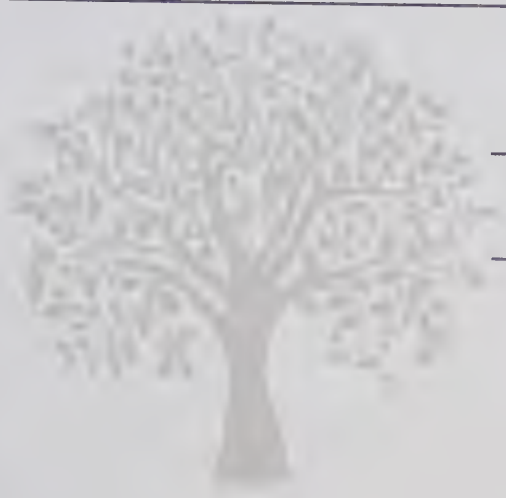
CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____

(In Minutes)

STUDENT ASSESSMENT OF EKEs IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Authority, types of				
2. Bureaucracy				
3. Cultural capital				
4. Culture				
5. Formal organization				
6. Group polarization				
7. Informal organization				
8. Leadership				
9. Society				
10. Voluntary association				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 4

Globalization

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. _____ refers to the perennial cycle of destroying the old and less efficient product or service and replacing it with new, more efficient ones.

2. _____ refers to the free flow of commodities, manufactures, transportation, capital, labor, knowledge, culture, and institutions around the world.

3-5. Thomas L. Friedman conceives of today's system of globalization as having a defining structure of power which consists of the following three “balances”

(3) _____

(4) _____

(5) _____

6. _____ refers to the departure of individuals or groups from their home country to take up residence in another country.

NAME _____ DATE _____

7. The _____ was a legal system whereby the Spanish Crown owned the land but granted a person the labor of a specified number of Indians who lived on a vast tract of land.

8.-11. Name four of the nine institutional underpinnings of British globalization as identified by historian Niall Ferguson:

(8) _____

(9) _____

(10) _____

(11) _____

12. _____ refers to the amount by which the number of emigrants exceeds the number of immigrants.

13. The _____ refers to the tendency for people to judge the likelihood of things in terms of their availability in memory.

14. _____ annually publishes the Corruption Perceptions Index, the best known measure of domestic, public sector corruption in the countries of the world.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Creative destruction (Joseph A. Schumpeter)
Emigration
Encomienda system
Ethnic group
Globalization
Globalization, stages of
Today's system of globalization's defining structure of power (Thomas L. Friedman)
Immigration
Institutional underpinnings of globalization (Niall Ferguson)
John Locke and his influence on property and political institutions in North America
Money
Net emigration
Petosí (Cerro Rico)
Property rights
Resource curse
The Age of Discovery
Thomas Hobbes: his influence on property and political institutions in South America
Transparency International
Western hostility to finance and those who engage in it

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 4.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Define globalization and identify and discuss demographic patterns associated with it, citing examples from at least two of the three stages or eras of globalization. Identify and discuss three stages or eras of globalization. Define the concept of creative destruction and discuss how it relates to globalization.
2. Discuss the stance towards globalization that are taken in sociology by conflict theory, structural functionalism (consensus theory), and symbolic interactionism. Then identify the institutional underpinnings of British globalization according to Niall Ferguson.

3. Identify and discuss the defining structure of power of today's system of globalization according to Thomas L. Friedman. Explain how it helps us to understand the current globalization system and the front page of the morning newspaper.

Learning Opportunity 4.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double spaced, and *at least* four pages in length.

1. Throughout the history of Western civilization, there has been a recurrent hostility to finance and those who engage in it. Identify and discuss three causes of this hostility according to Niall Ferguson.
2. "Money is not metal (or paper). It is trust inscribed." Explain.
3. Compare and contrast the systems of land allocation used in the colonies of British America with the encomienda system that the Spanish Crown used in its colonies of South America.
4. Identify and discuss the ideas of John Locke and their important and enduring influence on the property and political institutions of British America. Identify and discuss the ideas of Thomas Hobbes and their important and enduring influence on the property and political institutions of Spanish South America. Give examples of the points you are making.

Learning Opportunity 4.3. Writing Assignment

1. "The poor lose out in the absence of property rights." Explain. In your answer, be sure to give examples of the points you are making.
2. Compare and contrast how the United States is doing relative to other advanced and emerging economies in the current era of globalization in terms of economic growth, unemployment, and ease of starting up a new business.
3. Compare and contrast how the United States is doing relative to other advanced and emerging economies in the current era of globalization in terms of competitiveness and corruption.
4. "We don't manufacture anything here in America anymore." Write an essay in which you respond to this statement. How well does this statement fit the empirical facts? How do you account for the persistence of this belief?

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. For over a century, social scientists have conceptualized the world as a unitary social system, increasingly bound together by overlapping social circles of _____.
 - A. economic exchange
 - B. competition
 - C. cooperation
 - D. all of the above
 - E. none of the above

2. World or global culture was given a boost after the end of the Second World War when the United Nations and other bodies established agendas of concern for world society that included a focus on _____.
 - A. economic development
 - B. individual rights
 - C. human rights
 - D. egalitarian justice
 - E. all of the above

3. According to Max Weber, an ethnic group is a group that entertains a subjective belief in its common decent because of similarities of _____.
 - A. physical type
 - B. customs
 - C. memories of colonization and migration
 - D. all of the above
 - E. none of the above

4. Globalization refers to the free flow of _____ around the world.
 - A. commodities, manufactures
 - B. transportation
 - C. capital
 - D. labor
 - E. all of the above

5. Globalization refers to the free flow of _____ around the world.
 - A. knowledge
 - B. culture
 - C. institutions
 - D. all of the above
 - E. none of the above

6. _____ created the concept of creative destruction in his classic work *Capitalism, Socialism, and Democracy*.
- A. Joseph Stalin
 - B. Joseph A. Schumpeter
 - C. Max Weber
 - D. Karl Marx
 - E. Emile Durkheim
7. Creative destruction refers to the view that the essence of capitalism is the perennial cycle of destroying the old and less efficient product or service and replacing it with new more efficient ones.
- A. True
 - B. False
8. In 1999, French labor laws were changed, requiring every employer to implement a four-hour reduction in the legal workweek, from 39 to 35 hours, with no cut in pay; the date the law went into effect varied according to the number of employees a business had.
- A. True
 - B. False
9. With regard to globalization, the various sociological paradigms in sociology take differing stances toward it.
- A. True
 - B. False
10. _____ theorists are consistently and highly critical of the process of globalization.
- A. Functionalist
 - B. Symbolic interactionist
 - C. Conflict
11. _____ theorists tend to look for, and find, ways that globalization helps societies to exist across time.
- A. Functionalist
 - B. Symbolic interactionist
 - C. Conflict
12. _____ theorists tend to look at the meanings that people develop use, and implement with regard to the globalization experience.
- A. Functionalist
 - B. Symbolic interactionist
 - C. Conflict

13. Sociologists Andrés Villarreal and Wei-hsin Yu find that globalization has what effect(s) on Mexican women?
- A. Globalization creates new, and to some extent, better job opportunities for females.
 - B. The foreign-owned, export-oriented firms pay *higher* wages than do other firms.
 - C. The foreign-owned, export-oriented firms discriminate against women *less* in terms of wages.
 - D. all of the above
 - E. none of the above
14. Many of the principles or elements of global culture are contested and generate conflict.
- A. True
 - B. False
15. Globalization has its own demographic patterns, which include which of the following? A rapid acceleration _____.
- A. of the movement of people across national borders
 - B. of the movement of people from rural areas and agricultural lifestyles to urban areas with urban lifestyles
 - C. both of the above
16. Today's system of globalization has its defining power structure, which Thomas L. Friedman conceives as consisting of which of the following "balances"?
- A. nation states
 - B. global markets
 - C. super-empowered individuals (organizations)
 - D. all of the above
 - E. none of the above
17. _____ won the Nobel Peace Prize in 1997 for his/her contribution to helping to build an international coalition to bring about a treaty banning landmines.
- A. Barack Obama
 - B. Jody Williams
 - C. Jodie Foster
 - D. none of the above
 - E. All of the above.
18. The stages of globalization include _____.
- A. The Age of Discovery
 - B. Mid 1800s to the Late 1920s
 - C. 1989 to the present
 - D. All of the above
 - E. none of the above

19. The institutional underpinnings of British globalization as identified by Niall Ferguson include _____.
- A. the English language
 - B. English forms of land tenure (private property)
 - C. representative the Common Law
 - D. representative assemblies
 - E. all of the above
20. The institutional underpinnings of British globalization as identified by Niall Ferguson include _____.
- A. Scottish and English banking
 - B. Protestantism
 - C. the limited state
 - D. the idea of liberty
 - E. all of the above
21. According to the work of political sociologists like Seymour Martin Lipset and other social scientists, countries that were former British colonies _____ to have achieved enduring democratization after independence ____ those ruled by other countries.
- A. were just as likely; as
 - B. were far less likely; than
 - C. were far more likely; than
22. Almost every country with a population of at least one million that has emerged from the colonial era without succumbing to dictatorship is a former British colony.
- A. True
 - B. False
23. Throughout the history of Western civilization there has been a recurrent hostility to finance and to those who engage in it.
- A. True
 - B. False.
24. According to Niall Ferguson, hostility to those who engage in finance has which of the following causes?
- A. debtors tend to outnumber creditors
 - B. debtors tend not to feel very well disposed to their creditors
 - C. financial crises and scandals have occurred with sufficient frequency to make finance appear to be a cause of both poverty and instability
 - D. for centuries those who engage in financial services in countries all over the world have tended to derive disproportionately from religious or ethnic minority groups
 - E. all of the above

25. In hunting and gathering societies, there _____ money.
A. was
B. was no
26. It is with the rise of _____ that the archaeological record first presents us with artifacts which we could term money.
A. hunting and gathering societies
B. the city as a form of human habitation
C. industrial society
27. The central relationship that borrowing and lending embodies is _____.
A. coercion
B. trust
C. none of the above
28. The root of the English word for "credit" is *credo*, the Latin word for _____.
A. "I believe"
B. "I owe"
C. "I compel"
29. The earliest known coins _____.
A. date back as long ago as 600 BC
B. were found by archaeologists in the Temple of Artemis in what is now modern-day Turkey
C. date back to what is now modern-day China and date back as long ago as 3000 BC
D. both (A) and (B)
30. By 800 A.D. there was a chronic shortage of silver in Western Europe.
A. True
B. False
31. The root of the English word conquistador is *conquirere*, which is Latin for _____.
A. to trade
B. to search for and subdue
C. to greet
32. Five hundred years ago, the most sophisticated society in South America, the Inca Empire, was moneyless.
A. True
B. False

33. Another name for Cerro Rico is _____.
A. Money Mountain
B. Mount Everest
C. Mount McKinley
D. Half Dome
E. Mount Fuji
34. What is the importance of Potosí?
A. A death hole for those compelled to work there, Potosí was where Spain struck it rich
B. The mines of Potosí filled the coffers of the Spanish treasury for over two hundred years
C. The mines of Potosí and other places where conquistadors found plentiful silver appeared to have broken the centuries-old constraint of silver in Europe
D. All of the above
E. None of the above.
35. The Spanish “pieces of eight” (also known as the Spanish dollar) became the world’s first truly global currency.
A. True
B. False
36. The concept of resource curse refers to _____.
A. The difficulties faced by resource-rich countries, including dependence on one or a few commodities, whose prices fluctuate
B. the difficulties faced by resource-rich countries that depend on one or a few commodities because frequently they neglect to invest in and to develop other industries which then wither
C. both of the above
D. none of the above.
37. Cerro Rico had the effect for Spain of strengthening autocratic elites at the expense of representative forms of governance.
A. True
B. False
38. Most of the European migrants to British America over the entire colonial period were _____.
A. wealthy people
B. indentured servants
39. _____ refers to the departure of individuals or groups from their home country to take up residence in another country.
A. immigration
B. net migration
C. emigration

40. _____ refers to the entrance into a country of individuals or groups who have left their native country to establish a new place of permanent residence.
- A. Immigration
 - B. Net migration
 - C. Emigration
41. Property and political institutions of British America were heavily influenced by the ideas of _____, while the property and political institutions of the Spanish colonies of South America were heavily influenced by the ideas of _____.
- A. Thomas Hobbes; John Locke
 - B. John Locke; Thomas Hobbes
42. In the Spanish colonies of South America, land was allocated by the Spanish Crown via _____.
- A. a system of indentured servitude, whereby after one had successfully performed one's years of indentured service, one was given to that person and his heirs a guaranteed minimum number of acres of land in perpetuity
 - B. the encomienda system
43. The encomienda _____.
- A. was a legal system whereby the Spanish Crown owned the land but granted a person the labor of a specified number of Indians who lived on a vast tract of land.
 - B. were not granted in perpetuity to a man and his heirs; only slowly did they evolve into hereditary haciendas
 - C. both of the above
 - D. none of the above
44. Peruvian economist Hernando de Soto, in his book *The Mystery of Capitalism*, documents that in many Third World countries, poor people _____.
- A. lack "property" in the sense of the physical assets themselves
 - B. lack clear title to their physical assets, they lack property rights to the physical assets
 - C. both of the above
45. Peruvian economist Hernando de Soto estimates that between _____ of citizens in developing countries work outside the protection of the law.
- A. 0 to 3 percent
 - B. 5 to 8 percent
 - C. 25 percent
 - D. 50 and 75 percent
 - E. 80 percent

46. Peruvian economist Hernando de Sota estimates that in developing countries that roughly _____ of homes and land are not registered in the names of their present owners.
- A. fewer than three percent
 - B. 5 to 8 percent
 - C. 25 percent
 - D. 50 and 75 percent
 - E. 80 percent
47. In countries without a functioning property system, _____.
- A. the great majority of citizens are cut off from engaging in modern economic activity and become entrapped in poverty
 - B. capitalism becomes capitalism for the elite only—it is only the elite who has legal property rights
 - C. both of the above
 - D. none of the above
48. In Russia today, land is generally considered government property and is only leased or lent to the farmers.
- A. True
 - B. False
49. In Russia, by the beginning of the twenty-first century _____ of some ten million farmers had anything resembling title to their land.
- A. fewer than 3 percent
 - B. 5 to 8 percent
 - C. 25 percent
 - D. between 50 and 75 percent
 - E. 80 percent
50. Land socialism _____ the development of a modern credit system
- A. has no effect on
 - B. facilitates
 - C. impedes
51. According to the 2013 Index of Economic Freedom, _____ ranks as the 139th freest economy out of the 177 countries of the world that were ranked in that year, and the category of countries into which it falls is “mostly unfree.”
- A. the United States
 - B. Russia
 - C. Peoples Republic of China
 - D. all of the above
 - E. none of the above

52. According to the 2013 Index of Economic Freedom, _____ ranks as the 10th freest economy in the world and the category of countries into which it falls is “mostly free” (The Heritage Foundation, 2013).
- A. the United States
 - B. Russia
 - C. Peoples Republic of China
 - D. all of the above
 - E. none of the above
53. According to the 2013 Index of Economic Freedom, _____ ranks as the 136th freest economy out of the 177 countries of the world that were ranked in that year, and the category of countries into which it falls is “mostly unfree.”
- A. the United States
 - B. Russia
 - C. Peoples Republic of China
 - D. all of the above
 - E. none of the above
54. According to the 2013 Index of Economic Freedom, countries with more trade freedom have _____.
- A. stronger economies
 - B. less hunger
 - C. better treatment of the environment
 - D. all of the above
 - E. none of the above
55. Russia’s ranking on the index of economic freedom _____.
- A. is above the world and regional averages
 - B. is on par with the world and regional averages
 - C. is below the world and regional averages
56. Which of the following is/are accurate statements about Russia, according to the 2013 Index of Economic Freedom?
- A. Russia’s legal framework has not been fully modernized
 - B. the rule of law is not maintained uniformly across the country
 - C. protection of property rights is weak
 - D. contracts are not always secure
 - E. all of the above
57. The percent of income earned by the poorest 10 percent of the population _____.
- A. is much higher in countries with higher economic freedom.
 - B. is much lower in countries with higher economic freedom.
 - C. does not vary with a country’s level of economic freedom.

58. According to the 2013 Index of Economic Freedom, in Russia _____.
- A. corruption is endemic throughout the economy
 - B. corruption shows no sign of abating
 - C. corruption is a major impediment for investors and businesses
 - D. all of the above
 - E. none of the above
59. According to the 2013 Index of Economic Freedom, in the Peoples Republic of China, ____.
- A. all land is state owned
 - B. intellectual property rights are not protected effectively
 - C. the Communist Party's ultimate authority throughout the economic system undermines the rule of law and respect for contracts
 - D. cronyism is widespread and pervasive
 - E. all of the above
60. More than 400 million Chinese were lifted above the international poverty line between 1981 and 2001.
- A. True
 - B. False
61. Between the mid 1800s and the late 1920s, the world experienced an era of globalization with _____ as the dominant global power.
- A. the United States
 - B. Great Britain
 - C. France
 - D. Japan
 - E. China
62. Between the mid 1800s and the late 1920s, globalization was characterized by British _____.
- A. culture
 - B. power
 - C. culture
 - D. technology
 - E. all of the above
63. The laying of the first undersea telegraph cable between France and England in 1851 changed by a factor of _____ the speed of travel of information.
- A. 3
 - B. 20
 - C. almost 50
 - D. nearly 100
 - E. 1,000

64. The opening of the _____ in 1914 cut the cost of shipping goods from the East to the West coast of the United States by one third.
- A. Suez Canal
 - B. Panama Canal
 - C. transcontinental railroad
65. The opening of the _____ in 1869 reduced the length of the journey from London to Bombay by more than 40 percent and that from London to Shanghai by 32 percent.
- A. Suez Canal
 - B. Panama Canal
 - C. transcontinental railroad
66. Ocean freight costs _____ from 1870 to 1910.
- A. rose by more than a third
 - B. stayed pretty much the same (i.e., neither increased nor decreased)
 - C. fell by more than a third.
67. Other than in wartime, countries did not require passports _____.
- A. before 1066
 - B. before 1776
 - C. before 1914
 - D. 1933
 - E. 1953
68. As discussed in our textbook, in 1890, 14.8 percent of the population of the United States was foreign born, a record that has yet to be surpassed.
- A. True
 - B. False
69. During the second era of globalization _____.
- A. cultural change flowed across borders as never before
 - B. in a short period of time, a mode of dressing that was distinctly Western swept the rest of the world
 - C. both of the above
70. In the sartorial revolution that swept the world during the second era of globalization, _____.
- A. the crucial new garments were jeans, for men and women
 - B. the crucial new garments were jeans, for men
 - C. the crucial new garments were, for men, the frock coat, the stiff-collared white shirt, the felt hat, and the leather boot
 - D. the crucial new garments were, for women, the corset, the petticoat, and the ankle-length dress
 - E. Both (C) and (D)

71. Thomas L. Friedman characterizes the roughly 75-year period between the start of the First World War and the fall of the Berlin Wall as _____.
- A. the third era of globalization
 - B. the first era of globalization
 - C. a lull or time-out between one era of globalization and another
72. Which of the following statements is/are accurate regarding the BRICs?
- A. In the current era of globalization, the emerging economies are sometimes referred to as BRICs
 - B. The BRIC countries are the Bahamas, Romania, Ireland, and Czech Republic
 - C. In the current era of globalization, BRICs tend to have rates of economic development that are higher than those of the core.
 - D. all of the above
 - E. Both (A) and (C)
73. Over the past twenty years, the United States has enjoyed an average annual rate of growth rate of 2.5 percent and this rate of economic growth is _____.
- A. substantially lower than the rate of economic growth that the German economy has experienced
 - B. 67 percent higher than the rate of economic growth that the German and French economies mustered.
 - C. substantially lower than the rate of economic growth that the French economy has experienced
 - D. Both (A) and (C)
74. Unemployment rates are _____ in many European countries.
- A. are lower and have been lower in the United States than
 - B. are higher and have been higher in the United States than
 - C. pretty much the same in the United States as
75. Youth unemployment rates tend to be _____ the overall unemployment rate.
- A. higher than
 - B. the same as
 - C. lower than
76. The youth unemployment rate in Europe tends to be _____ the youth unemployment rate in the United States.
- A. higher than
 - B. the same as
 - C. lower than
77. A(n) _____ share of people employed in Europe do not have full-time jobs.
- A. increasing
 - B. decreasing

78. It is _____ to found a new company in the United States _____ it is in continental Europe.
- A. far more burdensome; than
 - B. just as burdensome; as
 - C. far less burdensome; than
79. In the United States, an entrepreneur setting up a new business faces a one-time regulatory cost that amounts to _____ of the U.S. per capita income.
- A. 32.5 percent
 - B. 1.7 percent
 - C. 35.6 percent
 - D. 44.8 percent
80. U.S. companies tend to _____ any ranking of the world's best performing technology companies.
- A. dominate
 - B. be situated mid-range in
 - C. be situated in the lower-third of
81. A measure of competitiveness is provided by the "Fortune Global 500," an annual ranking of the top 500 corporations worldwide, as measured by revenue. Where is the United States situated in this ranking? The United States _____ this ranking.
- A. dominates
 - B. is situated mid-range in
 - C. is situated in the lower-third of
82. In the 2013 World's Most Admired Companies ranking, of the top fifty companies in this ranking _____.
- A. fully 42 (or 84 percent) are U.S. companies
 - B. none are from China
 - C. the only country other than the United States with more than one company that made the top 50 in this ranking is Germany, with two
 - D. all of the above
 - E. both (A) and (C)
83. The viewpoint that the manufacturing sector of the economy of the United States is in permanent decline or disappearing _____.
- A. gained popularity in the 1980s
 - B. even made its way into popular culture in the United States
 - C. both of the above

84. A 2012 survey finds that 55 percent of Americans think that _____ has the strongest economy in the world.
- A. the United States
 - B. China
85. A 2012 survey finds that 82 percent of Americans think that “We don’t manufacture anything here in America anymore.”
- A. True
 - B. False
86. Which of the following statements is/are accurate regarding the United States and manufacturing?
- A. In 2009, the United States manufactured more goods than the Japanese, Germans, British, and the Italians, combined
 - B. The amount of manufacturing output hits a new high almost every year
 - C. The combined sales revenue of the top 500 U.S.-based manufacturing firms in 2012 was \$6.01 trillion, which represents a 17.2 percent increase over 2011 sales.
 - D. all of the above
 - E. none of the above
87. In 2012, if the top 500 U.S. manufacturing firms were a separate country, they would have been the third largest economy in the world, behind No. 1 (the United States) and No. 2 (China) but ahead of No. 4, Japan’s entire GDP of \$5.98 trillion.
- A. True
 - B. False
88. The sales revenue from the top ten manufacturing industries in the United States in 2012 totaled \$4.83 trillion, which was more than Germany’s entire gross domestic product of \$3.36 trillion.
- A. True
 - B. False
89. The single largest manufacturing industry in the United States is petroleum and coal products. The annual sales of that single U.S. industry in 2012 was \$1.6 trillion, which was larger than the gross domestic product of Australia.
- A. True
 - B. False
90. The second largest manufacturing industry in the United States is computers and other electronic products. In 2012, the annual sales of that single U.S. industry was \$814 billion, which was more than the entire gross domestic product of Saudi Arabia.
- A. True
 - B. False

91. The empirical data support the position that U.S. manufacturing is _____.
A. withering and disappearing
B. expanding and prospering
C. dead already
92. Why do so many people in the United States worry that manufacturing is collapsing, or has collapsed, in the United States?
A. Fewer Americans work in factories
B. manufacturing employment in the United States fell by 22 percent from 2001 through 2011
C. the availability heuristic feeds the perception of a decline in American manufacturing
D. all of the above
E. both (A) and (B)
93. Average compensation per employee in U.S. manufacturing in 2011 was \$35.53 per hour, which is a 41 percent increase since 2001.
A. True
B. False
94. In the United States, the reduced demand for labor in manufacturing is directly related to dramatic increases in labor productivity.
A. True
B. False
95. The _____ heuristic refers to the tendency for people to judge the likelihood of things in terms of their availability in memory.
A. representativeness
B. illusory
C. availability
D. attributional
E. situational
96. If instances of something readily come to mind, we tend to perceive that thing as being far more prevalent than it actually is.
A. True
B. False
97. Where is the United States situated in Transparency International's 2012 Corruption Perceptions Index?
A. The United States is one of the most corrupt countries in the world
B. The United States is situated in the middle of the ranking of countries of the world in terms of corruption
C. The United States is among the least corrupt countries in the world

98. In Transparency International's 2012 Corruption Perceptions Index, three countries are tied for last place as the most corrupt countries on the planet. Which country is among them?
- A. the United States
 - B. Russia
 - C. China
 - D. Somalia
 - E. Mexico
99. In Transparency International's 2012 Corruption Perceptions Index, where are Peoples Republic of China and Russia situated?
- A. Situated deeply in the corrupt part of the measurement scale
 - B. Situated deeply in the least corrupt part of the measurement scale
 - C. situated in the middle of the measurement scale
100. In Transparency International's 2012 Corruption Perceptions Index, the most economically free countries are the least corrupt.
- A. True
 - B. False

(In Minutes)

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements (EKEs)

CHAPTER 4: "Globalization"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)

STUDENT ASSESSMENT OF EKEs IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Availability heuristic				
2. Creative destruction				
3. Emigration				
4. Encomienda				
5. Globalization				
6. Institutional underpinnings of British globalization				
7. Net emigration				
8. Property rights and political institutions—Thomas Hobbes, John Locke				
9. Stages of globalization				
10. Transparency International				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 5

Socialization

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. When we learn or attempt to learn roles and norms that attach to a position before we actually occupy that position, we are engaging in _____ socialization.

2. Sociologists use the term _____ to refer to the process whereby norms, values, and statuses become internal to the individual, part of the individual's sense of self.

3-4. The first two stages of socialization according to Erik Erikson, in the order in which they occur:

(3) _____

(4) _____

NAME _____ DATE _____

5.-6. According to Carol Gilligan, boys use a _____ perspective that relies on _____ to define right and wrong.

7. In terms of styles of parental control, _____ parents are high on love and low on limits.

8.-9. According to Abraham Maslow, the first stage of human development has as its aim the satisfaction of _____ needs, which must be satisfied in order for us to be able to survive; and at the top of the ladder of human needs is _____, the need to develop and to actualize one's fullest potentialities and capacities.

10. In George Herbert Mead's stages of human development, the name of the third stage is the _____.

11.-12. The first two stages of socialization, in the order in which they occur, according to Jean Piaget:

(11) _____

(12) _____

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Abraham Maslow	Feral	Peers
Adult genital sexuality	Fixation	Pleasure principle
Anal stage	Formal Operational	Post-Conventional
Anticipatory socialization	Formal rules	Pre-Conventional
Authoritarian	Gender socialization	Pre-Operational
Authoritative	Generalized other	Primary socialization
Autonomy vs Shame and Doubt	Generativity vs Stagnation	Propinquity
Avoidantly attached	Harry Harlow	Racial socialization
Belonging needs	Homophily	Reality principle
Care and responsibility perspective	Id	Rene Spitz
Carol Gilligan	Identity vs Role Confusion	Safety needs
Castration anxiety	Industry vs Inferiority	School
Concrete Operational	Initiative vs Guilt	Secondary socialization
Contexts of socialization	Insecurely attached	Securely attached
Conventional stage, the	Internal locus of control	Security needs
Ego	Internalization	Self-Actualization
Ego Integrity vs Despair	Intimacy vs Isolation	Sensorimotor
Emmy Werner	Isolate-reared monkeys	Shaker Heights
Esteem needs	Jean Piaget	Sigmund Freud
Ethnic socialization	John Ogbu	Socialization
Ethnocentrism	Justice perspective	Sublimation
External locus of control	Latency	Superego
Family	Lawrence Kohlberg	Trust vs Mistrust
Loneliness	Media multitasking	Penis envy
Mary Ainsworth	Oppositional peer culture	Permissive
Mass media	Oral	Phallic

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 5.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Reflect on the style of parenting you experienced in your family as a child. How would you characterize it—as authoritarian, authoritative, or permissive? Tell the reader about it.
2. Describe your gendered socialization from the time of your birth to where you are now. Be sure to situate your biographical story within a larger context. For example, *where* were you born (country, state, region of the country; city or village); *when* were you born (day, month, year); how would you characterize your parents' level of education, occupation, social class position? Do you have siblings? If so, what are their genders and ages, and where are you situated in the birth orders? These are some of the parameters in which your story is situated, and you need to tell the reader about them, preparatory to telling the story of your own gender socialization. Be sure to discuss your gendered socialization throughout your life course with regard all contexts of socialization—family, school, peers, mass media, school.
3. Discuss the role of propinquity and homophily in peer group formation. Illustrate with examples from your own experience, both as a child and presently.

Learning Opportunity 5.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double-spaced, stapled in the upper-left corner, and at least four full pages in length.

1. Reflect on your own life in terms of socialization to race and ethnicity, from the time of your birth through childhood, to the stage of life where you are today, paying attention to your experiences with regard to the major contexts of socialization, including family, media, peers, school, and work. Tell the reader about it. Can you think of instances from your own life, or from the life of someone you know, of negative sanctioning from peers or family for associating with cross-race or cross-ethnic peers? Tell us about it. Be sure to situate your biographical story within a larger context. For example, *where* were you born (country, state, region of the country; city or village); *when* were you born (day, month, year); how would you characterize your parents' level of education, occupation, social class position? Do you have siblings? If so, what are their genders and ages? These are some of the parameters in which your story is situated, and you need to tell the reader about them, preparatory to telling the story of your own socialization to race and ethnicity. Be sure to address the major contexts of socialization in your biographical essay, including family, peers, school, and the media.

2. This learning opportunity asks you to examine your own life, and the lives of people you know, in terms of Erik Erikson's eight stages of human development. Please tell the reader about your life, in terms of Erik Erikson's eight stages of human development. Trace your human development from birth, to where you are now, in terms of Erikson's eight stages. What did your family contribute to each stage? At what stage are you now? At what stage is your mother, your father, your best friend?
3. George Herbert Mead reminds us that play is important. In play we hone our abilities to put ourselves in the position of others and to view ourselves through their eyes. In play, children learn to take on the role of the other, one other at a time. Reflect on your life while you were growing up. Tell the reader about instances from your own life where you practiced taking the role of the other. Did you ever play "dress up," "house," "cops and robbers," "Zorro," "school," etc. as a child? Please tell the reader about it and about what you think you learned from the experiences.

Learning Opportunity 5.3.

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double-spaced, stapled in the upper-left corner and at least three full pages in length.

1. Please reflect on your own life course with regard to the concept of anticipatory socialization. Tell us about a couple of instances of anticipatory socialization from our own life.
2. Please reflect on your own life course with regard to resocialization. Have you, or anyone you know, experienced resocialization? Describe the process of resocialization itself, the social setting(s) in which it took place, the length of time of the process, its short-term and longer-term effects on you, and the changes you perceive in your attitudes, beliefs, values, world view, and conceptions of self as a result of the experience. Would you characterize at least part of the resocialization experience as uncomfortable or as painful?
3. What is an oppositional peer culture? Explain its role in educational outcomes in the affluent school district of Shaker Heights.
4. Explain and discuss how media use varies on the basis of age, sex, social class, and race and ethnicity in the United States.

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. Basic Trust is the first stage of _____ eight stages of human development.
 - A. Sigmund Freud's
 - B. Erik Erikson's
 - C. George Herbert Mead's
 - D. Carol Gilligan's
 - E. Lawrence Kohlberg's
2. Harry and Margaret Harlow's research on isolate-reared rhesus monkeys shows that _____.
 - A. rhesus monkeys need something soft and warm to cling to in order to feel comfortable, reassured, and calm.
 - B. peer relations are crucial to the development of the young.
 - C. the effects on monkeys isolated for the first three months of life are reversible.
 - D. baby monkeys isolated for the first six months of life are impaired permanently both emotionally and behaviorally
 - E. All of the above
3. Research on the effects of isolation and abandonment on human infants shows results strikingly similar to those of the Harlows' research.
 - A. True
 - B. False
4. Feral children are _____.
 - A. children who have not successfully resolved the oral stage of human development.
 - B. children who have successfully attained the fifth stage of development in the Eriksonian paradigm.
 - C. children who successfully complete the game stage of Meadian development
 - D. extremely isolated children who, according to legend, have been reared by animals, apart from humans.
5. René Spitz's research on isolation in orphanages shows that _____.
 - A. if orphanages are clean and antiseptic, the children tend to be healthy, are hardly ever sick, and there is a low mortality rate.
 - B. the infants spent most of their time alone in their beds
 - C. the infants were extremely susceptible to infection and illness, and the mortality rate was extremely high
 - D. by the age of two, hardly any of the children could eat alone, even with a spoon, and hardly any of them were toilet trained
 - E. (B), (C), and (D)

6. Libido is the force of life according to _____.
 - A. James B. Watson
 - B. B. F. Skinner
 - C. Sigmund Freud
 - D. George Herbert Mead
 - E. Carol Gilligan
7. Freud's term for the conscience: _____.
 - A. id
 - B. habitus
 - C. social bond
 - D. superego
8. Libido operates on the basis of _____.
 - A. the reality principle
 - B. the pleasure principle
9. In the Freudian paradigm, fixation means that _____.
 - A. psycho-sexual maturity is not attained
 - B. a disproportionate amount of libidinal energy is invested in a particular bodily orifice
 - C. personality is dominated by the traits associated with the level of development at which fixation occurred
 - D. all of the above
 - E. none of the above
10. The stages of psycho-sexual development in the Freudian paradigm occur in which order?
 - A. trust vs. mistrust, autonomy vs. shame and guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, ego integrity vs. despair
 - B. oral, anal, phallic, latency, adult genital
 - C. anal, oral, latency, phallic, adult genital
 - D. oral, anal, latency, phallic, adult genital
 - E. trust vs. mistrust, identity, latency, adult genital
11. According to Freud, the ego operates on the basis of _____.
 - A. the reality principle
 - B. the pleasure principle
12. Adolescent and adult males are _____ females to construe friendliness on the part of a person of the opposite sex as sexual interest.
 - A. just as likely as
 - B. more likely than
 - C. less likely than

13. Caregivers of these babies responded promptly and warmly to their infants' entreaties for contact and comfort.
 - A. Securely-attached
 - B. Avoidantly-attached
 - C. Insecurely-attached
14. Caregivers of these babies were inconsistent in responding to their babies. Sometimes they were warmly responsive; other times they were neglectful or intrusive.
 - A. Securely-attached
 - B. Avoidantly-attached
 - C. Insecurely-attached
15. Caregivers of these babies tended to be consistently rejecting of their babies' bids for contact and for comfort.
 - A. Securely-attached
 - B. Avoidantly-attached
 - C. Insecurely-attached
16. As discussed in the textbook, research indicates that infants securely-attached to their mothers at age six months or younger _____.
 - A. acted differently at age six months than those who were not securely attached to their mothers at age six months.
 - B. have fewer disciplinary problems later in their lives than those who had been either insecurely or avoidantly attached
 - C. both of the above
 - D. none of the above
17. Emmy Werner's longitudinal study finds that secure attachment to the mother (nurturing figure) by age one is strongly related to _____.
 - A. being able to distance oneself from emotional turmoil in later childhood
 - B. being able to seek out and to find adults for guidance and help when parents faltered in childhood
 - C. planning rather than acting on impulse as a teen
 - D. all of the above
 - E. none of the above
18. This person developed a psycho-social theory of human development.
 - A. Sigmund Freud
 - B. Erik Erikson
 - C. James B. Watson
 - D. Jean Piaget

19. In Erik Erikson's paradigm of human development, this stage encompasses adolescence.
 - A. Initiative vs. guilt
 - B. Industry vs. guilt
 - C. Identity vs. role confusion
 - D. Intimacy vs. isolation
 - E. Ego integrity vs. despair
20. The _____ parenting style, also known as inductive parenting, is more frequent among intact, middle-and professional class families of European descent.
 - A. Authoritative
 - B. Authoritarian
21. In Maslow's theory of human development, very few people complete this stage _____.
 - A. phallic
 - B. conventional
 - C. ego integrity vs despair
 - D. pre-operational stage
 - E. self-actualization
22. _____ socialization occurs in the first few years of life.
 - A. Primary
 - B. Secondary
23. _____ socialization occurs after the first few years of life.
 - A. Primary
 - B. Secondary
24. Conservation of mass and of measure emerge during this stage of development according to Jean Piaget.
 - A. the concrete operational stage
 - B. the sensorimotor stage
 - C. the formal operational period
 - D. the pre-operational stage
25. According to Jean Piaget, in this stage of development, people use and develop their capacity to think in terms of abstract concepts and general principles; people learn to derive testable hypotheses from theory and learn to test these hypotheses.
 - A. the concrete operational stage
 - B. the sensorimotor stage
 - C. the formal operational period
 - D. the pre-operational stage

26. Bert has a job interview coming up. He really wants to do well in the interview, so he has read up on the company; he has spoken with friends of his who have successfully interviewed at the company, to learn what types of questions are likely to be asked and to learn what types of answers would be perceived as good ones; and he has role-played the interview situation. Sociologists, observing these behaviors, might say that Bert is engaging in _____ socialization.
- A. primary
 - B. anticipatory
 - C. total-institution
27. Children's peer groups in the United States tend to be characterized by which of the following?
- A. Gender homogeneity
 - B. Gender heterogeneity
 - C. Racial/ethnic homogeneity
 - D. Racial/ethnic heterogeneity
 - E. Both (A) and (C)
28. _____ refers to parental discipline based on threat, force, or physical punishment.
- A. Authoritarian control
 - B. Authoritative control
 - C. Permissive control
29. _____ refers to parental discipline based on logical reasoning and explanation.
- A. Authoritarian control
 - B. Authoritative control
 - C. Permissive control
30. Propinquity refers to _____.
- A. Closeness in physical space
 - B. Liking those who are similar to oneself
 - C. The elements of the social bond
 - D. lower-class focal concerns
31. Homophily refers to _____.
- A. Closeness in physical space
 - B. Liking those who are similar to oneself
 - C. The elements of the social bond in
 - D. Techniques of neutralization
 - E. lower-class focal concerns

32. Gender tends to influence the nature of peer relations among children in which of the following ways?
- A. Girls' peer groups tend to be smaller than boy's peer groups
 - B. Girls tend to share thoughts, feelings, and problems more often than do boys
 - C. Girls' friendship groups tend to be more exclusive than those of boys—e.g., girls seem less willing than boys to include a non-friend in an ongoing conversation
 - D. Within groups, girls tend to give priority to closeness and disclosure, while males typically emphasize shared activities and status.
 - E. All of the above
33. The mass media _____.
- A. Refer to the organized transmission of a message to a vast audience
 - B. Are an important context of socialization in the United States
 - C. Both of the above
 - D. None of the above
34. Which of the following is/are true regarding television programming in the United States?
- A. Most television programs contain violence.
 - B. By the time the average child in the United States has completed elementary school, she/he has witnessed thousands of murders and tens of thousands of other acts of violence on television
 - C. Both of the above
 - D. None of the above
35. The thrust of experimental research demonstrates that watching violence on television _____.
- A. Has no effect on behavior
 - B. Increases the frequency of aggressive behavior in children
 - C. Reduces the frequency of aggressive behavior in children
36. Which of the following is/are true regarding gender socialization in the United States? When conversing with their children, _____.
- A. parents' references to emotion are more frequent and varied with daughters than with sons
 - B. parents discuss emotions, except for anger, more with daughters
 - C. when parents make-up stories to tell their preschool children, the stories told to girls contain more emotion words than the stories told to boys
 - D. when mothers talk to daughters about feelings, they discuss in more detail the emotional state itself than is the case with sons
 - E. all of the above
37. Research reveals that males value friendships that focus on _____.
- A. shared interests and activities
 - B. trust and self-disclosure

38. Margaret O'Brien Caughy and colleagues conducted home visits with 200 African-American families in Baltimore, Maryland, to study racial socialization among young children. The researchers found _____.
- A. Racial socialization is a major component of parenting
 - B. Racial socialization is major component of parenting only among affluent parents
 - C. Racial socialization is a major component of parenting only among the poor
39. _____ babies use their mothers as a secure pad or base from which to explore their environment and from which to operate while playing.
- A. Securely-attached
 - B. Avoidantly-attached
 - C. Insecurely-attached
40. Research indicates that in the United States _____.
- A. male and females tend to experience loneliness under the same circumstances
 - B. males tend to experience loneliness when deprived of groups focusing on shared activities
 - C. females tend to experience loneliness when deprived of close one-on-one relationships focusing on understanding and emotional support
 - D. both (B) and (C)
41. Norma Feshbach's pioneering efforts at teaching empathy in elementary schools, had which results? At the end of the program the children had _____ than children who had not participated in the program
- A. Increased empathy
 - B. Higher self esteem
 - C. Displayed less aggressiveness
 - D. All of the above
 - E. None of the above
42. Using two or more media at the same time is known as media multitasking.
- A. True
 - B. False
43. In the United States, media multitasking is widespread.
- A. True
 - B. False
44. In the United States, girls in the 7th-12th grades are more likely to media multitask than similarly aged boys.
- A. True
 - B. False

45. In the United States, boys are exposed to almost an hour more of media each day than girls.
- A. True
 - B. False
46. In the United States, Black and Hispanic youth _____.
- A. consume nearly 4½ hours less media a day than do white youth
 - B. consume nearly 4½ hours more media a day than do white youth
 - C. consume the same number of hours of media a day as white youth
47. Among Black teens in the United States, the amount of time spent sending and receiving texts every day is _____.
- A. thirty minutes
 - B. one hour
 - C. over two hours
48. _____ youth in the United States consume an average of 13 hours worth of media content per day.
- A. Black and Hispanic
 - B. White
 - C. No
49. In the United States, Black and Hispanic youth _____.
- A. spend the same amount of time with music each day as white youth
 - B. spend about an hour less per day with music than white youth
 - C. spend about an hour more per day with music than do white youth
50. In the United States, which of the following statements is more accurate?
- A. Black youths and Hispanic youths are more likely than white youths to have cable and premium TV channels in their bedrooms
 - B. Black youths and Hispanic youths are less likely than white youths to have cable and premium TV channels in their bedrooms
 - C. Black youths and Hispanic youths are just as likely as white youths to have cable and premium TV channels in their bedrooms
51. Which of the following statements is more accurate? Black youth are _____ white youth to live in homes where the TV is left on in the background most of the time, even if no one is watching it.
- A. just as likely as
 - B. less likely than
 - C. more likely than

52. Which of the following statements is more accurate? Black youth are _____ white youth to report that the TV is usually on during meals at home.
- A. just as likely as
 - B. less likely than
 - C. more likely than
53. Which of the following statements is more accurate? Youth whose parents set rules about their media use _____ those who say their parents don't have rules.
- A. consume an average of nearly three hours less media content per day than
 - B. consume the same number of hours of media per day as
 - C. consume an average of nearly three hours more media content per day than
54. Research indicates that there is _____ relationship between media use and health outcomes.
- A. a positive relationship
 - B. a negative (or inverse) relationship
 - C. no relationship
55. Research indicates that there is _____ relationship between social class and media consumption in the United States.
- A. a positive relationship
 - B. a negative (or inverse) relationship
 - C. no relationship
56. Research indicates that there is _____ relationship among school-aged youth between the number of hours spent with media and grades in school.
- A. a positive relationship
 - B. a negative (or inverse) relationship
 - C. no relationship
57. According to Cynthis E. Griffin, the majority of the content of Hip Hop is _____.
- A. skeptical of traditional school achievement
 - B. distrustful of the traditional educative process
 - C. resistant to a masculine identity based on school achievement
 - D. all of the above
 - E. none of the above
58. For Black youth in the United States, at every grade-point average, being into Hip Hop ____.
- A. is associated with higher self-esteem
 - B. is associated with more problem behaviors in school
 - C. both of the above
 - D. none of the above

59. On the basis of Laurence Steinberg's research about "the trouble threshold," when youth were asked "What is the lowest grade you could earn without your parents getting angry?" , _____,
- A. Black and Hispanic youth tended to get into trouble only when their grades fell below C-
 - B. White youth tended to get into trouble only when their grades fell below B-
 - C. Asian students felt that receiving anything below A- would generate parental wrath
 - D. All of the above
 - E. None of the above
60. In the United States, Asian students, from the 4th through 12th grades, spend _____ doing homework each day compared to their non-Asian peers.
- A. just as much time
 - B. less time
 - C. twice as much time
61. In his study of the affluent Cleveland, Ohio, suburb of Shaker Heights, John Ogbu found that the amount of effort that black students put into their schoolwork _____ from elementary school to high school.
- A. remained the same
 - B. increased markedly
 - C. decreased markedly
62. John Ogbu concludes that the adolescent African-American adolescent peer culture of Shaker Heights _____.
- A. pressures black students to do well in school
 - B. pressures black students *not* to do well in school
 - C. is neutral with regard to doing well in school
63. People who voluntarily immigrate to the United States _____ in terms of educational and occupational attainment than/as the involuntary immigrants.
- A. tend to do just as well
 - B. tend to do less well
 - C. tend to do better
64. Steinberg finds that in the United States, Asian parents and their children embrace the position that academic performance depends almost entirely on _____.
- A. teacher biases
 - B. innate ability
 - C. how hard they work at it
65. If we were to think of ourselves as a vehicle—for instance, as a car—then the issue of "locus of control" concerns *where* we perceive ourselves as being situated *in* the vehicle. If we perceive ourselves as situated behind the steering wheel, then we have _____ locus of control.
- A. an internal
 - B. an external

66. If we were to think of ourselves as a vehicle—for instance, as a car—then the issue of “locus of control” concerns *where* we perceive ourselves as being situated *in* the vehicle. If we perceive ourselves as baggage in the trunk of the car, then we have _____ locus of control.
- A. an internal
 - B. an external
67. According to Carol Gilligan, girls use a “care and responsibility” perspective to define right and wrong.
- A. True
 - B. False
68. In Lawrence Kohlberg’s theory of human development, very few people complete this stage _____.
- A. post-conventional
 - B. conventional
 - C. pre-conventional
 - D. pre-operational stage
 - E. self-actualization
69. Freud’s term for directing our innate sexual and aggressive drives to ends no longer sexual and no longer aggressive:
- A. rationalization
 - B. sublimation
 - C. Eros
 - D. Fixation
 - E. Thanatos
70. Freud’s term for the death instinct.
- A. rationalization
 - B. sublimation
 - C. Eros
 - D. Fixation
 - E. Thanatos
71. Freud’s term for the life instinct.
- A. rationalization
 - B. sublimation
 - C. Eros
 - D. Fixation
 - E. Thanatos

72. _____ refers to the tendency to view the norms, values, and institutions of one's own culture as right and as preferable to those of other cultures.
- A. Ethnocentrism
 - B. Libido
 - C. Eros
 - D. Rationalization
 - E. Sublimation
73. Professor John Ogbu refers to Chicanos (Mexican Americans), blacks, and Native Americans (American Indians) as _____.
- A. "involuntary minorities" because they joined the United States against their will, either by being conquered or enslaved.
 - B. "voluntary minorities" because they joined the United States by their own choosing.
74. Professor John Ogbu refers to blacks from the Caribbean, the Ibo from Nigeria, and the Chinese in the United States as _____.
- A. "involuntary minorities" because they joined the United States against their will, either by being conquered or enslaved.
 - B. "voluntary minorities" because they joined the United States by their own choosing.
75. Unlearning role and norms, unlearning aspects of the self, and learning new things to put in their places is termed _____.
- A. antisocialization
 - B. resocialization
 - C. polysocialization
 - D. unsocialization
76. A/an _____ is a composite of all the players in the game and of the rules of the game; it is a normative order.
- A. significant other
 - B. alter ego
 - C. Thantos
 - D. generalized other
 - E. gender identity
77. A fundamental sense of self as "I am male" or "I am female" is one's _____.
- A. gender role
 - B. alter ego
 - C. sexual orientation
 - D. generalized other
 - E. gender identity

CUES Checklist of Instructional Delivery by Essential Knowledge Elements (EKEs)

CHAPTER 5: "Socialization"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)

STUDENT ASSESSMENT OF EKEs IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Anticipatory socialization				
2. Contexts of socialization				
3. Ethnocentrism				
4. Gender identity				
5. Internalization				
6. Mass media				
7. Primary socialization				
8. Resocialization				
9. Secondary socialization				
10. Socialization				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 6

The Family and Social Structure

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. From the sociological perspective, the _____ is a basic unit of kinship consisting of persons related by blood (consanguinity), marriage (affinal ties), or adoption, whose adult members are responsible for the rearing and socialization of any children they may have.

2. _____ is a socially and legally recognized relationship between two people, the unique trait of which is the social recognition and approval of a couple's engaging in sexual intercourse and bearing and rearing offspring.

3.-4. The family into which a person is born is that person's family of _____ and the family an individual starts when she or he gets married or has children is that person's family of _____.

5. In the social custom known as the _____, a widow must marry a brother of her deceased husband.

NAME _____ DATE _____

6. Sociologists use the term _____ to refer to the cultural practice of treating non-family members as if they were in fact members of the family.

7. The _____ family consists of husband, wife, and dependent children.

8.-9. _____ is a norm of mate selection that says that mate selection should occur *within* a particular group or groups, while _____ is a norm of mate selection that says that marriage should occur *outside* of a certain group or groups.

10. _____ refers to living together in a sexual relationship without marriage.

11. The _____ is the number of births per woman during her reproductive years, often measured as the number of births per female aged 15-49.

12. _____ is a form of polygamy in which a man has two or more wives simultaneously.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Agnatic descent	George Murdock	Patrilineal descent
Arlie Hochschild	Harem polygyny	Patrilocal residence
Augmented nuclear family	Honor killing	Polyandry
Avunculate marriage	Ideal type	Polygamy
Bamboccioni	Incest taboo	Polygyny
Bilateral descent	Incipient nuclear family	Primogeniture
Biraderi	Infibulation	Purdah
Blended families	Joint family	Rotation rules
Cohabitation	Kinship	Rules of descent
Complex households	<i>KIPPERS</i>	Rules of etiquette
Conjugal family	Lat-relationship	Rules of inheritance
Consanguineous marriage	Levirate	Rules of mate selection
Coverture	Lineage	Rules of residence
Cultural diffusion	Marriage	<i>Schrumpfende Gesellschaft</i>
Divorce	Marriage rate, the	<i>Sex ratio</i>
Divorce rate	Matriarchy	Simple nuclear family
Egalitarian authority structure	Matrilineal descent	Single-parent families
Endogamy	Matrilocal residence	Skewed sex ratio
Exogamy	Monogamy	Social capital
Extended family	Neolocal residence	Social exchange theory
Family	<i>Nesthockers</i>	Sororal polygamy
Family of orientation	Non-marital childbearing	Stem family
Family of procreation	Nuclear family	The second shift
Female genital mutilation	Omnilineage	Total fertility rate
Fictive kin	Omnilineal descent	Trends in marriage and family
Fragile Families Study the	One-person households	Unilineage
Fraternal polyandry	Parasite singles	Unilineal descent
Friedrich Engels	Patriarchy	Uxorial descent

LEARNING OPPORTUNITIES

The learning objective of this chapter is for you to understand a sociological perspective on the family and social structure. Your answers to the following written assignments are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Exercise 6.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter.

1. Define marriage and family. Explain the importance of each.
2. Identify four trends in marriage and family in OECD countries since the mid 1960s to today. What are the causes of these changes? Explain.
3. "Cohabitation is the functional equivalent of marriage." On the basis of the material presented in this chapter, write an essay of at least three pages in which you assess the validity of this statement.
4. "Marriage and childbearing are solely personal matters." On the basis of the material covered in this chapter, write an essay of at least three pages in which you critically assess the validity of this statement.

Learning Opportunity 6.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter.

1. Compare and contrast cohabiting households (with children) and families that consist of two married parents and their biological children. Are these forms of family equal in terms of child and adult outcomes?
2. Discuss the relationship between family stability and child outcomes.
3. Compare and contrast two systems of descent.
4. "Family and kinship are important organizing principles in human societies." Explain.
5. What is consanguineous marriage? Is it limited only to societies of the past, or is it important in the world of today? Explain.

Learning Opportunity 6.3. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter.

1. What are rules of residence? Identify and define three of them. In your family of orientation, which rule(s) of residence was/were followed? Explain.

2. Define endogamy and exogamy. Looking at your family of orientation, how would you describe the relationship between your parents—as endogamous, exogamous, or what? Explain.
3. Write an essay of at least four typed pages in which you provide a history of your family of orientation, from the time you were born to now. Which of the trends in marriage and family discussed in this chapter do you see manifest in your own family history? Identify, discuss, and explain.
4. What is the levirate? What social functions does/did it serve?
5. Differentiate between harem and hut polygyny. Discuss the role of rotation rules and rule of etiquette in hut polygyny.

Learning Opportunity 6.4. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter.

1. What is the marital educational divide in the United States? Why is it important?
2. What is the educational divide in divorce in the United States? Why is it important?
3. What is the educational divide in cohabitation in the United States? Why is it important?
4. Define cohabitation. Write an essay of at least two typed pages in which you compare and contrast cohabitation as a family form with marriage. In your essay, be sure to address the issues stability and of child, adolescent, and adult outcomes.
5. What is the total fertility rate? Discuss the implications of a total fertility rate below 2.1. What challenges has this created in Japan and what are some of the innovative solutions that have been devised? In your answer, be sure to discuss the role of “rental relatives” and “babyloids.”

Learning Opportunity 6.5. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter.

1. What are lat-relationships? Do you know anyone who is in a lat-relationship? Tell me about it.
2. A majority of young people in the United States agree with the statement that “one parent can bring up a child as well as two parents together.” Write an essay of not less than three typed pages in which you evaluate the validity of that statement. In your essay, be sure to attend to child, adolescent, and adult outcomes.

3. "In the United States, parental marriage following divorce generally benefits the children." On the basis of the material in this chapter, write a three-page essay in which you critically evaluate the validity of this statement.

Learning Opportunity 6.6. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter.

1. Compare and contrast conflict theory and structural functionalist theory on the relationship between the family and social structure.
2. Discuss feminist theory on the relationship between the family and social structure. In your answer, be sure to define and discuss coverture, purdah, and FGM.
3. Identify and discuss two micro-level sociological theories on the family. In your answer, be sure to define and discuss Arlie Hochschild's concept of the second shift.
4. What is honor killing? Select two sociological theories. Write an essay in which you analyze honor killing from the point of view of each of the theories you have selected.
5. Using social exchange theory, write an essay in which you analyze the sexual division of labor in the average American household with regard to child care (e.g., bathing and feeding a child) and housework (e.g., washing dishes, vacuuming, doing laundry). Then, select a different theory to analyze the same thing. (Be sure to tell the reader which other theory you have selected.) Which theory makes more sense to you, and why? Explain your position.
6. Using as an example a family with whom you are familiar that has small children in it, write an essay in which you describe the sexual division of labor in that household. How does what you have described compare with that of the average American household as described by the U.S. Department of Labor's time-use survey? How do you sociologically account for any differences? Tell the reader about it.
7. Select two sociological theories of your choice. Use each theory to gain a sociological understanding of FGM. Which theory makes more sense to you and why?

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. With regard to family arrangements for children under 18 years of age, by race and ethnicity in the United States, in 2011, 85.2 percent of _____ children lived with two married parents?
 - A. Asian
 - B. Non-Hispanic white
 - C. Hispanic
 - D. Black

2. With regard to family arrangements for children under 18 years of age, by race and ethnicity in the United States, in 2011, 33 percent of _____ children lived with two married parents?
 - A. Asian
 - B. Non-Hispanic white
 - C. Hispanic
 - D. Black

3. With regard to family arrangements for children under 18 years of age, by race and ethnicity in the United States, in 2011, 54.7 percent of _____ children lived with one parent.
 - A. Asian
 - B. Non-Hispanic white
 - C. Hispanic
 - D. Black

4. With regard to family arrangements for children under 18 years of age, by race and ethnicity in the United States, in 2011, 10.3 percent of _____ children lived with one parent.
 - A. Asian
 - B. Non-Hispanic white
 - C. Hispanic
 - D. Black

5. The most frequent reason given by males and females in the United States for cohabiting is which of the following?
 - A. it's more satisfying than dating
 - B. share living expenses
 - C. marital compatibility check
 - D. less faithfulness is expected than in marriage

6. With regard to the distribution of polygamy around the world, which region of the world has the most polygamy?
 - A. Africa and the Middle East
 - B. Europe
 - C. South America
 - D. North America
 - E. Australia
7. With regard to the distribution of consanguineous marriage around the world, the highest rates of consanguineous marriage are found in _____.
 - A. Africa and the Middle East
 - B. Europe
 - C. South America
 - D. North America
 - E. Australia
8. The mean age at first marriage, for both males and females, is 30 years or older in _____ OECD European countries.
 - A. no
 - B. hardly any
 - C. many
9. What are OECD countries?
 - A. third-world
 - B. developing
 - C. both (A) and (B)
 - D. economically advanced
10. The marriage rate in OECD countries has generally _____ since the 1990s.
 - A. increased, a lot
 - B. decreased
 - C. remained the same (no change)
11. Cohabitors, as a percent of all couples in various European countries and the United States, generally have _____ since the 1990s.
 - A. increased, a lot
 - B. decreased
 - C. remained the same (no change)
12. The total fertility rate in various OECD countries has generally _____ since the 1990s.
 - A. increased, a lot
 - B. decreased
 - C. remained the same (no change)

13. The percent of all births to unmarried females in the United States _____ vary significantly by race and ethnicity.
- A. does
 - B. does not
14. In the United States in 2009, 72.8 percent of _____ births were to unmarried females.
- A. non-Hispanic white
 - B. non-Hispanic black
 - C. American Indian or Alaska Natives
 - D. Asian or Pacific Islander
15. The percent of never-married adults aged 18 or older in the United States, 1960s-2008, _____.
- A. has increased, a lot
 - B. had decreased, a lot
 - C. has remained the same (not changed)
16. In 2008, the percent of never-married adults aged 18 or older varied significantly by race and ethnicity in the United States.
- A. True
 - B. False
17. _____ had the highest percent of never married adults aged 18 or older in the United States in 2008.
- A. non-Hispanic whites
 - B. Hispanics
 - C. Non-Hispanic blacks
18. The number of divorces per 1,000 married women aged 15 and older in the United States _____.
- A. peaked in the early 1980s
 - B. has increased significantly since 1960
 - C. both of the above
 - D. none of the above
19. The incidence per 1,000 children of Harm Standard Abuse _____ vary by family structure and living arrangements in the United States.
- A. does
 - B. does not

20. The incidence per 1,000 children of physical abuse, sexual abuse, and emotional abuse is highest in which type of family structure or living arrangement in the United States?
- A. married biological parents
 - B. parent with cohabiting partner
 - C. single parent, no partner
 - D. none of the above—i.e., rates of child abuse do not vary by family structure or living arrangements
21. On the basis of the material presented in your textbook, which of the following is true about the annual costs for U.S. taxpayers of family fragmentation in the United States?
- A. there are no costs to U.S. taxpayers—choices people make about intimate living arrangements are solely personal matters with no social or economic consequences
 - B. the costs to U.S. taxpayers are negligible
 - C. the costs to U.S. taxpayers are at most 112 million dollars per year
 - D. the costs to U.S. taxpayers are at least 112 billion dollars a year, which amounts to over a trillion dollars each decade
22. The _____ is a basic unit of kinship consisting of persons related by blood (consanguinity), marriage (affinal ties), or adoption, whose adult members are responsible for the rearing and socialization of any children they may have.
- A. family
 - B. sati
 - C. wergild
 - D. levirate
23. In this form of marriage, a woman has more than one husband at the same time.
- A. polygyny
 - B. polyandry
 - C. monogamy
24. In this form of marriage, a man has more than one wife simultaneously.
- A. polygyny
 - B. polyandry
 - C. monogamy
25. In _____ a man is married to two or more sisters at the same time.
- A. fraternal polyandry
 - B. sororal polygyny
 - C. monogamy
 - D. serial monogamy

26. _____ is a form of marriage in which two brothers share a wife.
- A. Fraternal polyandry
 - B. Sororal polygyny
 - C. Monogamy
 - D. Serial monogamy
27. Monogamy occurs in about _____ of the societies in *The Ethnographic Atlas*.
- A. 84.6 percent
 - B. most
 - C. about 15.1 percent
28. Polygyny occurs in about _____ of the societies in *The Ethnographic Atlas*.
- A. 84.6 percent
 - B. about 15.1 percent
 - C. none
29. Sociologist Azar Gat concludes that in most human societies, including those of hunter-gatherers, polygamy was legitimate.
- A. True
 - B. False
30. Sociologists and anthropologists agree that even in those societies where it was or is legitimate, most married males at any given time _____ in polygynous marriages.
- A. are
 - B. are not
31. According to the custom of the levirate, _____.
- A. the widow must throw herself upon her husband's funeral pyre
 - B. a young man is adopted by the father of his bride, he cuts all ties with his family of orientation, takes the family name of the bride's father, and any children he and she have will remain in the family line of the bride's father.
 - C. a widow marries her deceased husband's brother, and if she is of child bearing age, she bears children by him and the children remain in her deceased husband's brother's family line.
32. The _____ nuclear family consists of husband and wife.
- A. incipient
 - B. simple
 - C. augmented
 - D. polygamous

33. The _____ nuclear family consists of husband, wife, and dependent children.
- A. incipient
 - B. simple
 - C. augmented
 - D. polygamous
34. The extended family consists of three or more generations of relatives operating as a family.
- A. True
 - B. False
35. In _____ the eldest son inherits everything upon the death of his father.
- A. sati
 - B. beena marriage
 - C. the levirate
 - D. primogeniture
36. The joint family in India _____.
- A. is an extended family that also extends laterally across siblings in any generation
 - B. in India, its principle members are brothers who have a right to the products of the family property, which is supposed to be passed down intact from one generation to another
 - C. consists of the brothers in any generation, with their sons in the next generation, plus the sons of the next generation
 - D. when a daughter marries, she becomes a member of her husband's joint household
 - E. all of the above
37. The term _____ was coined by Frédéric Le Play to describe a type of patriarchal family in which the family estate is passed on intact to one son chosen by the father. .
- A. nuclear family
 - B. stem family
 - C. beena family
 - D. primogeniture
38. _____ inform people about which of their biological relatives are to be considered sociological relatives; how those relationships are to be traced; what those relationships are; and what the reciprocal rights, duties, and obligations are for each of the relationships so specified.
- A. Rules of residence
 - B. Rules of descent
 - C. Rules of mate selection

39. _____ is a norm of mate selection that says that marriage should occur within (a) certain group(s).
- A. Endogamy
 - B. Exogamy
 - C. Multiogamy
 - D. Nonogmamy
40. _____ is a norm of mate selection that says that marriage should occur outside of (a) certain group(s).
- A. Endogamy
 - B. Exogamy
 - C. Multiogamy
 - D. Nonogamy
41. The incest taboo is a norm of _____.
- A. endogamy
 - B. exogamy
 - C. multiogamy
 - D. nonogamy
42. The lineage is a type of corporate kin group that contains the descendants of a common ancestor, considered to be the founder of the line or lineage.
- A. True
 - B. False
43. In the United States the custom is to use a form of _____ descent.
- A. unilineal
 - B. omnilineal
44. In a(n) _____, descent is traced through one line only (mother's or father's).
- A. omnilineage
 - B. unilineage
 - C. both of the above
 - D. none of the above
45. In a(n) _____, descent is traced through both the mother's and father's lines.
- A. omnilineage
 - B. unilineage
 - C. both of the above
 - D. none of the above

46. In the United States, the custom is to use _____ wherein descent and inheritance are regarded as determined equally by the mother's and father's line.
- A. double descent
 - B. bilateral descent
 - C. patrilineal descent
 - D. matrilineal descent
47. Lineages tend to be _____, which means that when one marries, one must marry outside of one's lineage.
- A. exogamous
 - B. endogamous
48. Patrilineal descent is also known as _____ descent.
- A. uxorial
 - B. tripple
 - C. double
 - D. agnatic
 - E. bilateral
49. Matrilineal descent is also known as _____ descent.
- A. double
 - B. agnatic
 - C. uxorial
 - D. triple
 - E. bilateral
50. In matrilineal descent, males on the female line are particularly important.
- A. True
 - B. False
51. Schrumpfende Gesellschaft is a German term that refers to a
- A. rapidly growing society—a society whose population is rapidly growing in size
 - B. a shrinking society—a society whose population is declining in size
 - C. a stagnant society—a society whose population remains stationary in size, neither increasing in size nor decreasing in size
52. _____ descent is the most prevalent rule of descent in Geroge Miurdock and Douglas Whilte's Standard Cross-Cultural Sample.
- A. Patrilineal
 - B. Matrilineal
 - C. Bilateral
 - D. Double

53. Which of the following is/are true about matrilineal societies?
- A. Matrilineal societies are found in only a small percentage of the world's societies.
 - B. Matrilineal societies are found in many parts of the world.
 - C. The Zuni and Navajo of the southwestern United States traditionally have been matrilineal.
 - D. Some matrilineal groups are found in Melanesia in the South Pacific, including the Trobrianders.
 - E. all of the above
54. In matrilineal society, the mother's brother _____.
- A. is an authority figure
 - B. is the person from whom a boy inherits
 - C. acts as the sociological father of his sister's children
 - D. all of the above
 - E. only (A) and (C)
55. Historically in many societies, issues related to inheritance have been viewed as so vital that they are regulated and stipulated by law rather than being left up to the choice of individuals.
- A. True
 - B. False
56. In the United States today, the most common pattern for newly married couples is _____ residence.
- A. patrilocal
 - B. matrilocal
 - C. neolocal
57. The least common form of marital authority around the world is _____.
- A. matriarchy
 - B. patriarchy
58. The incest taboo prohibits marriage and intimate sexual relations within prohibited degrees of kinship.
- A. True
 - B. False
59. Avunculate marriage refers to _____.
- A. marrying someone you like
 - B. uncle-niece marriage
 - C. aunt-nephew marriage
 - D. both (B) and (C)
60. Avunculate marriage is practiced nowhere in the world today.
- A. True
 - B. False

61. The *biraderi* _____.
- A. is a patrilineal kinship group
 - B. forms an important locus of authority, identity, and endogamy among people from the central areas of the Punjab, including among those who emigrate from Pakistan to the United Kingdom
 - C. both of the above
 - D. none of the above
62. British Pakistanis are _____ the general population in the United Kingdom.
- A. far less likely to have children with genetic disorders than
 - B. just as likely to have children with genetic disorders as
 - C. 13 times more likely to have children with genetic disorders than
63. The causes of the changes in marriage and family during the past five or six decades include _____.
- A. the spread of Western ideals of romantic love
 - B. the spread of nation-building
 - C. the birth control pill
 - D. all of the above
64. It is estimated that 55 percent of British Pakistanis are married to first cousins.
- A. True
 - B. False
65. Since 1960, the age at first marriage in OECD countries has _____.
- A. increased a lot
 - B. decreased a lot
 - C. remained the same
66. As high as the current age at first marriage is in the United States, our age at first marriage— both for males and for females—appears “young” if we compare it with comparable figures for age at first marriage in many OECD European countries.
- A. True
 - B. False
67. As low as the marriage rate is today in the United States, ours looks high in comparison with the marriage rate in a lot of other OECD countries.
- A. True
 - B. False
68. Who are the *bamboccioni*?
- A. Bamboccioni is the nickname for infants in Italy.
 - B. Bamboccioni is the nickname for infants in Croatia
 - C. the ever growing number of adults in Italy who are still living in their parents’ home in the same bedroom they have slept in since they were children

69. Who are the KIPPERS and Nesthockers?
- A. The bamboccioni are called KIPPERS (Kids in Parents' Pockets Eroding Retirement Savings) in Great Britain and Nesthockers in Germany
 - B. Adult children who are still living in their parents' home in the same bedroom they have slept in since they were children
 - C. both of the above
 - D. none of the above
70. Cohabitation refers to living together in a sexual relationship without marriage.
- A. True
 - B. False
71. What are lat-relationships?
- A. In the Netherlands, lat-relationships are a significant part of the intimate relationship landscape.
 - B. "Lat" is an acronym for "literature," "artistic," and "theatrical"—because people who are "into" literature, the arts, and the theater tend to get into these unions, which are cohabitation unions and the partners are not married to each other
 - C. "Lat" refers to living apart together
 - D. In lat relationships, the partners to the relationship do not live together—they maintain a sexual relationship with each other without moving in with each other
 - E. (A),(C), and (D)
72. The United States has the highest divorce rate in the world.
- A. True
 - B. False
73. Research consistently documents that the introduction of a nonbiological caregiver into a family _____
- A. exerts downward pressure on the academic achievement of the child or children
 - B. exerts a positive influence on the academic achievement of the child or children
 - C. exerts no influence whatsoever on the academic achievement of the child or children
74. Research indicates which of the following is or are true with regard to children from unions characterized by multiple-partner fertility? Even when researchers control for social class, race, and ethnicity, children from these unions_____.
- A. do not differ in their outcomes when compared to the outcomes of children in married, two-parent families
 - B. are more likely to report poor relationships with their parents
 - C. are more likely to have behavioral problems
 - D. are more likely to experience a variety of academic problems including school failure
 - E. all of the above, except (A)

75. On the basis of the material presented in our textbook, which of the following statements is better supported by the research evidence? In the United States, _____.
- A. cohabitation is the functional equivalent of marriage, both for adults and for children
 - B. cohabitation is the functional equivalent of marriage, for children but not for adults
 - C. cohabitation is not the functional equivalent of marriage
76. In the United States, cohabiting parents are more than twice as likely as married parents to break up.
- A. True
 - B. False
77. Thomas DeLeire and Ariel Kalil use the Consumer Expenditure Survey to see if cohabiting couples with children spend their income on the same or a different set of goods than either married-parent families or single families. They find that cohabiting couples with children _____.
- A. spend their income on the same set of goods as married-parent families with children
 - B. spend more on education than married-parent families with children
 - C. spend a substantially larger share of their total expenditure on alcohol and tobacco than do either married parent families or single parents
 - D. spend less on education than do married parents
 - E. Both (C) and (D)
78. Sociologist Susan L. Brown uses data from the National Longitudinal Study of Adolescent Health to examine the linkages between relationship type (dating, cohabiting, marriage) and relationship violence perpetration and victimization among young adults in the United States. She finds that among women, cohabitators report _____.
- A. significantly *lower* levels of relationship violence than either daters or marrieds
 - B. just as much relationship violence as marrieds and daters
 - C. significantly *higher* levels of relationship violence than either daters or marrieds
79. In the United States in 2010, the divorce rate _____.
- A. was just as high for those in remarriages as for those in first marriages
 - B. was 2.5 times lower for those in remarriages versus first marriages
 - C. was 2.5 times higher for those in remarriages versus first marriages
80. Sociologist Susan L. Brown uses the National Longitudinal Study of Adolescent Health examine the influence of parental marital and cohabitation transitions on adolescent delinquency, depression, and school engagement. Adolescents who experienced a family transition _____.
- A. did not differ in well-being relative to those in stable, two-biological parent families
 - B. report *increased* well-being relative to those in stable, two-biological parent families
 - C. report *decreased* well-being relative to those in stable, two-biological parent families
81. In the United States, there _____ large divorce rate differences between those who marry when they are teenagers compared to those who marry after age 21.
- A. are not
 - B. are

82. In the United States, teenagers and the non-religious _____.
A. have considerably lower divorce rates
B. have considerably higher divorce rates
C. do not differ in their divorce rates compared with those who marry after age 21 and compared with those who are highly religious
83. In the United States, adult children of divorced parents are _____ to be currently cohabiting, compared to those who were reared in intact, married families.
A. just as likely
B. 47 percent less likely
C. 47 percent more likely
84. According to structural functionalist theory, the family is found in all known societies, past and present, because it performs which of the following functions?
A. regulation of sexual activity
B. socialization
C. status ascription
D. material and emotional retreat
E. all of the above
85. _____ theory views the family as a primary institution of oppression.
A. Symbolic interactionist
B. Conflict
C. Structural functionalist
86. _____ is the doctrine whereby upon marriage the husband and wife become a single legal identity, that of the husband.
A. The levirate
B. Coverture
C. Sati
D. Biraderi
E. Purdah
87. _____ wrote The Origins of the Family, Private Property, and the State (1884).
A. Emile Durkheim
B. Max Weber
C. Friedrich Engels
D. Erving Goffman
E. Shulamith Firestone

88. Female genital mutilation _____.
- A. is practiced nowhere in the world today
 - B. is an umbrella term that refers to several practices that are deeply embedded in the cultures of various groups around the world
 - C. is most common in the western, eastern, and north-eastern regions of Africa and in some countries in Asia and the Middle East and among migrants from these areas
 - D. both (B) and (C)
89. _____ perceives a link between the family and patriarchy.
- A. Symbolic interactionism
 - B. Structural functionalism
 - C. Feminist theory
 - D. Ethnomethodology
90. According to the World Health Organization (2012), _____.
- A. no girls and women currently living have been infibulated or otherwise genitally mutilated (FGM)
 - B. in Africa an estimated 92 million females currently living who are aged 10 years or older have undergone FGM
 - C. about 140 million girls and women living in the world today have undergone FGM, a number of females equivalent in size to 44 percent of the entire population of the United States in 2012
 - D. both (B) and (C)
91. _____ is cultural practice whereby females are secluded from public observation and it frequently is accomplished, at least in part, by females wearing concealing clothing from head to toe and by the use of high-walled enclosures, curtains, and screens within the home.
- A. The levirate
 - B. Coverture
 - C. Sati
 - D. Biraderi
 - E. Purdah
92. _____ is the transmission of cultural traits or social practices from one culture or subculture to another through such mechanisms as exploration, military conquest, social interaction, tourism, migration, the mass media, and so forth.
- A. Cultural diffusion
 - B. Cultural lag
 - C. Socialization

93. Honor killing _____.
- A. refers to killing in order to restore family honor
 - B. is found in some patriarchal societies and among migrants from such societies even today
 - C. while practiced historically, is found nowhere in the world today
 - D. both (A) and (C)
 - E. both (A) and (B)
94. Studies of the day-to-day activities in the average household in the United States document that when it comes to household tasks, housework and child care are _____.
- A. shared equally by males and females
 - B. primarily done by females
 - C. primarily done by males
95. In the United States, which has a legal system in which monogamy is the only legal form of marriage, _____.
- A. bigamy is the condition in which a person who currently is married knowingly marries another person.
 - B. bigamy is a crime
 - C. a person can be charged with multiple counts of bigamy
 - D. all of the above
 - E. none of the above

(Month, Day, Year)

CLASS START TIME:

(In Minutes)

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements

CHAPTER 6: "The Family and Social Structure"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____

(In Minutes)

STUDENT ASSESSMENT OF EKES IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
Essential Knowledge Elements (EKES)				
1. Cohabitation				
2. Endogamy				
3. Exogamy				
4. Family				
5. Family of orientation				
6. Family of procreation				
7. Fictive kin				
8. Levirate				
9. Marriage				
10. Polygamy				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 7

Stratification

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. Sociologists use the term _____ to refer to the persistent and inheritable unequal access to scarce yet widely-valued goods and services.

2.-3. Sociologists identify two ways that an individual gets a place in a system of stratification, using the term _____ to the extent that an individual gets a position through no efforts of his or her own, and _____ to the extent that an individual gets a position through his or her own efforts.

4. For the purpose of cross-country comparisons, the most frequently used measure of inequality is the _____.

5.-6. _____ and _____ enunciated the best known functionalist explanation as to why stratification exists in virtually all human societies.

7.-8. _____ mobility compares the present position of individuals with those of their parent(s), while _____ mobility looks at mobility within generational lines.

NAME _____ DATE _____

9. From the point of view of _____ theory, stratification is a mechanism that benefits the supraordinate, and the rest of the people pay the price.

10. Marx uses the term _____ to refer to the estrangement of individuals from themselves, from others, and from the products of their own labor in the economic system of industrial capitalism.

11.-14. List four reasons why proletarian revolutions did not break out across industrial capitalistic Western Europe and in England:

(11) _____

(12) _____

(13) _____

(14) _____

15.-16. In world systems theory, _____ are the most advanced industrial capitalist countries to which flow the lion's share of profits in the world economic system, and the _____ are located at the bottom of the world economic system.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Achievement	Kingsley Davis and Wilbert Moore
Alienation	Kuznets curve
Ascription	No immiseration but a higher standard of living
Autarky	Paul Collier
Blue-collar workers	Percentile
Capitalist class is fragmented	Periphery countries
Conflict theory	Pink-collar workers
Core countries	Progressive tax
Davies J-Curve	Quintile
Failed states	Relative deprivation
Gini coefficient	Semi-periphery countries
Gini index	Social mobility
Immanuel Wallerstein	Stratification
Immiseration thesis	Structural functionalist theory
Imperialism	<i>The Bottom Billion</i>
Improved working conditions	Vertical mobility
Income	Wealth
Intergenerational mobility	When revolution is likely to occur: revolution of rising expectations, not immiseration
Intragenerational mobility	White-collar workers
James C. Davies	World systems theory

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 7.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least three full pages in length.

1. Sociologists identify two ways that a person gets a position in a system of stratification: ascription and achievement. Define each of those terms, then examine your life course and identify and discuss how each of these processes is manifested in your life. Illustrate and support the points you make with specific examples from your life experience.

2. Compare and contrast the functionalist and conflict explanation as to why stratification exists in human societies. Identify the strengths and weaknesses of each explanation. Explain to the reader which explanation you prefer or find more compelling, and why.
3. Define social stratification. Select three examples of how it manifests itself in your life and tell the reader about each one.

Learning Opportunity 7.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Differentiate between wealth and income. Which is more equally distributed in the United States today?
2. Based on your knowledge of social stratification, identify your social class position and explain to the reader the reasons for the designation you have selected. Then, identify the social class position of each of your three closest friends or acquaintances and explain to the reader why you assign to each of them the social class designation that you have selected. What is the social class position of each of your friends or acquaintances relative to yours—the same, different, higher, lower, or what? Describe this to the reader. What is the social class position of each of your friends or acquaintances relative to each other? What does your social class position tell you about the relationship between social class and friendship networks?
3. What is the Kuznets curve? How does it help us to understand the relationship between industrialization and stratification?
4. What is the Gini coefficient or the Gini index? Identify its usefulness in cross-country comparisons of inequality. Then, describe to the reader patterns of variation in levels of inequality around the world—in poor countries (periphery), emerging economies (BRICs), and countries of the core.

Learning Opportunity 7.3.

In this exercise you are to answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Explain Karl Marx's immiseration thesis to the reader. Then, identify and discuss four reasons why proletarian revolutions did not break out in industrial capitalistic Western Europe, England, and the United States.

2. What is the Davies J-curve and what does it have to say about the conditions under which revolution is likely to occur. Compare and contrast the Davies J-curve explanation with Karl Marx's immiseration thesis. Explain to the reader which explanation better fits the historical record.
3. Explain world system theory to the reader. Then, describe to the reader the world system theory's explanation for the immiseration of most people of "the bottom billion." Then, tell the reader about Paul Collier's explanation for the immiseration of those in the bottom position of the global stratification system. Which explanation do you find more informative, useful, or compelling, and why?
4. What is autarky? How effective a strategy is it for economic development? Give two examples to support the position that you take on the issue.
5. What is a "failed state"? Give an example of a failed state. Explain to the reader the relationship among corruption in government, economic development, and being a failed state.

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. _____ coined the concept of post-industrial society to refer to societies in which the majority of the labor force is engaged in economic production in the service sector of the economy.
 - A. Karl Marx
 - B. Max Weber
 - C. Daniel Bell
 - D. Simon Kuznets
 - E. Corrado Gini
2. According to the Kuznets curve, the market forces of industrial capitalism _____.
 - A. have no effect on inequality
 - B. cause inequality to increase during the early stages of industrialization
 - C. cause inequality to decrease during the later stage of industrialization, eventually stabilizing at low levels
 - D. both (B) and (C)
 - E. lead inexorably to the dictatorship of the proletariat
3. The range of the Gini coefficient is from _____, where everyone has the same income and there is no inequality to _____, where all income goes to one person and everyone else has none.
 - A. 100; 1
 - B. 0; 1
 - C. 0; 100
 - D. 1; 10
 - E. -1.0; +1.0
4. The range of the Gini index is from _____, where everyone has the same income and there is no inequality, to _____, where all income goes to one person and everyone else has none.
 - A. 100; 1
 - B. 0; 1
 - C. 0; 100
 - D. 1; 10
 - E. -1.0; +1.0

5. Since 1980, the twin forces of globalization and technical innovation have _____ the income gaps *between countries*, while *within* many countries the income gaps have _____.
 - A. narrowed; widened
 - B. widened; narrowed
 - C. had no effect whatsoever on; also stayed the same
 - D. narrowed; not changed at all
6. Today, more than two-thirds of the world's people live in countries where income disparities (within their countries) have risen since 1980.
 - A. True
 - B. False.
7. From the mid-1980s to the late 2000s, _____ of the most advanced OECD countries experienced greater increases in inequality than had the United States.
 - A. none
 - B. all
 - C. several
8. Levels of inequality differ widely around the world. Emerging economies—such as Brazil, China, and Russia—are _____ than/as the rich ones.
 - A. more equal than
 - B. more unequal than
9. The Scandinavian countries have _____ Gini coefficients.
 - A. the lowest
 - B. the highest
 - C. mid-range
10. With an income Gini of .70 in 2008, South Africa stands as one of the _____ countries in the world.
 - A. most equal
 - B. most unequal
11. Where is the United States in terms of the Gini coefficient? The United States has a Gini that is _____.
 - A. among the highest in the world
 - B. among the lowest in the world
 - C. mid-range
12. South American Gini coefficients by and large remain in the _____ range, which thus far is “normal” for emerging economies.
 - A. medium-high
 - B. medium-low
 - C. medium
 - D. low range

13. When _____ theorists want to understand why we have some part of society, the question they ask is “Qui bono?” (Who benefits?) by this arrangement, and the answer they come up with is “society as a whole.”
- A. symbolic interactionist
 - B. conflict
 - C. post-modernist
 - D. functionalist
 - E. ethnomethodologist
14. How do functionalist theorists explain the staying power of ascription in human societies?
- A. It benefits the supraordinate
 - B. Ascription involves using a pre-established structure—e.g., the family, the existing workers on a job—as a resource for allocating people to positions, rather than creating a new specialized structure for the same purpose
 - C. none of the above
15. _____ theory focuses on the dialectics of social life
- A. Conflict
 - B. Functionalist
 - C. Symbolic interactionist
 - D. Post modernist
 - E. No sociological
16. If a theory focuses on the dialectics of social life, what is it looking at?
- A. the clashes of contradictions
 - B. the meanings that social actors attribute to things, events, and occurrences
 - C. none of the above.
17. Immanuel Wallerstein, Karl Marx, and Andre Gunder Frank are examples of _____ theorists.
- A. Conflict
 - B. Functionalist
 - C. Symbolic interactionist
 - D. Post modernist
18. World-system theory is a _____ approach to understanding stratification, social change, and history that stresses that _____ should be the primary unit of social analysis.
- A. micro-level; nation states
 - B. meso-level; individual people
 - C. micro-level; individual people
 - D. macro-level; nation states
 - E. macro-level; the world system

19. In the world economic system, _____ are the most advanced industrial capitalist countries to whom flow the lion's share of profits in the world economic system.
- A. periphery countries
 - B. core countries
 - C. semi-periphery countries
20. _____ countries include the United States, Germany, France, Great Britain, Switzerland, Norway, Finland, Denmark, and Sweden.
- A. Periphery
 - B. Core
 - C. Semi-periphery
21. Low-income countries are the _____ countries.
- A. core
 - B. semi-periphery
 - C. periphery
22. Middle-income countries are the _____ countries.
- A. core
 - B. semi-periphery
 - C. periphery
23. Brazil, Russia, India, and China are _____ countries.
- A. core
 - B. semi-periphery
 - C. periphery
24. Which of the following is not one of the Four Tigers or Asian Dragons?
- A. Hong Kong
 - B. South Korea
 - C. Taiwan
 - D. China
 - E. Singapore
25. Intellectual antecedents of world system theory include _____.
- A. Marxian conflict theory
 - B. dependency theory
 - C. Freudian psycho-analytic theory
 - D. all of the above
 - E. Both (A) and (B)

26. Paul Collier's explanation for the immiseration of countries at the bottom of the global stratification system includes which of the following?
- A. political violence
 - B. bad neighborhood
 - C. resource curse
 - D. bad governance and bad policies
 - E. all of the above
27. A coup d'état refers to _____.
- A. the seizure of political power by domestic military forces
 - B. democracy in countries of the periphery
 - C. countries of the core
 - D. egalitarian societies with a Gini coefficient of about .22 to .25
 - E. all of the above
28. About 70 percent of the bottom billion live in _____.
- A. China
 - B. South America
 - C. Africa
 - D. the United States
 - E. the Russian Federation
29. According to Paul Collier, why do so many of the bottom billion become mired in internal conflict?
- A. the legacy of colonialism
 - B. income inequality
 - C. political oppression of minorities
 - D. all of the above
 - E. none of the above
30. According to Paul Collier, why do so many of the bottom billion become mired in internal conflict?
- A. They have a relatively high proportion of young, uneducated men
 - B. They have an imbalance between ethnic groups, with one tending to outnumber the rest
 - C. They have a supply of natural resources (e.g., gold, diamonds, oil, natural gas)
 - D. all of the above
 - E. none of the above
31. According to Paul Collier, countries benefit from the economic growth of their neighbors.
- A. True
 - B. False.

32. According to Paul Collier, countries that are rich in natural resources (e.g., diamonds, gold, natural gas, oil) are _____ prone to conflict than those lacking in such resources.
- A. more
 - B. less
 - C. neither more nor less
33. The Great Leap Forward was a feature of which country?
- A. United States, between the Civil War and World War I
 - B. Great Britain in the 19th Century
 - C. Russia after 1917
 - D. China, between 1958-1962
34. In the Great Leap Forward _____.
- A. 45 million people died
 - B. one-third of all housing was demolished
 - C. the transportation system collapsed, unable to cope with the demands created by a command economy
 - D. all of the above
 - E. none of the above
35. Between 1981 and 2001, the proportion of the population living in poverty in China _____.
- A. increased
 - B. fell from 53 percent to 8 percent
 - C. did not change significantly
36. If a state practices autarky, what is it doing?
- A. It avoids trading externally altogether and instead tries to produce everything it needs by itself, pursuing a policy of self-sufficiency
 - B. oppressing its ethnic minorities
 - C. making free public education available to its population
 - D. providing economic subsidies to its turkey farmers
 - E. none of the above
37. The policy of autarky has proved _____, as the experience of India demonstrates.
- A. effective
 - B. ineffective
38. India's niche in the globalized world economy _____.
- A. is in farming
 - B. is in the manufacturing sectors
 - C. is in the service and information sectors

39. A failed state is one that _____.
- A. has lost control of its territory or of a monopoly on the legitimate use of physical force therein
 - B. no longer perform basic functions such as governance, security, education, and provision and maintenance of infrastructure, including roads, railways, and so forth
 - C. has rampant criminality and corruption
 - D. all of the above
 - E. none of the above
40. _____ refers to earnings from work or investments, while _____ refers to the total value of money and other assets, minus outstanding debts.
- A. Income; wealth
 - B. Wealth; income
41. Income tends to be more equally distributed than wealth.
- A. True
 - B. False
42. A _____ is one of four points dividing a frequency distribution into five equal parts.
- A. percentile
 - B. quintile
 - C. decile
43. If you score in the 95th percentile on a test, what does this signify?
- A. This indicates that 95 percent of the people who took the test did better on it than you did.
 - B. This indicates that 95 percent of the people who took the test scored lower than you did
 - C. None of the above
44. Internal Revenue Service data indicate that in 2010, the _____ paid 59.1 percent of total reported income taxes.
- A. bottom fifty percent of wage earners
 - B. top five percent of wage earners
45. The Internal Revenue Service data indicate that in 2010, the average tax rate for _____ was 2.4 percent.
- A. the top 1/10th of 1 percent of wage earners
 - B. the top 1 percent of wage earners
 - C. the bottom 50 percent of wage earners
46. Internal Revenue Service data indicate that more than half of those exempt from paying any federal income tax at all in 2011 _____.
- A. are in the highest income quintile
 - B. are in the lowest income quintile

47. In a _____ tax, the tax rate increases as the amount subject to taxation increases.
- A. progressive
 - B. regressive
48. A study on inequality by researchers for the Organization for Economic Cooperation and Development (OECD) documents that when it comes to income taxes, the United States _____ in the world.
- A. has the most progressive tax system
 - B. collects the largest share of taxes from the richest 10 percent of the population
 - C. collects the smallest share of taxes from the richest 10 percent of the population
 - D. both (A) and (B)
49. Taxes _____ with the advance of industrialization.
- A. rise
 - B. decline
50. Between 1870-1910, free public high school education became democratized in _____.
- A. the United States
 - B. England
 - C. Europe
 - D. all of the above
51. In England and Europe, governments were _____ than the United States to invest heavily in mass education.
- A. far slower
 - B. far quicker
52. In England, free secondary education was not available until 1944.
- A. True
 - B. False
53. In the United States a college graduate earns 2.2 times as much as a high school dropout.
- A. True
 - B. False
54. The G-8 _____.
- A. Also known as the Group of 8, the G-8 is an annual forum at which the heads of state of the major industrial democracies, or their representatives, meet annually to deal with major economic and political issues facing their respective nations and the world as a whole
 - B. is a magnet for anti-globalization protestors
 - C. originated in the Russian Federation in 1993
 - D. The European Union is represented within the G-8 but cannot host or chair its summits
 - E. All of the above, except (C)

55. Gross Domestic Product (GDP) per capita (PPP) _____.
A. is a measure that most economists find useful in studying stratification and levels of well-being across countries
B. for a particular country is the sum value of all goods and services produced in that particular country valued at prices prevailing in the United States in the year noted, divided by the population as of July 1 of the same year
C. both of the above
D. none of the above
56. Which of the following is true about the HiLo ratio?
A. is the ratio of the top and bottom quintile shares of income
B. a HiLo ratio of 16.0 indicates that the average high-income household had an income 16 times as large as that of the average low-income household
C. tells us nothing about absolute levels of income; thus, if all incomes were to double, the shares remain the same, even though everyone might be better off
D. all of the above
E. (A) and (B)
57. According to the U.S. Census, _____.
A. households and families are the same thing
B. households and families are not the same thing
C. a household can be a single person living alone, whereas a family must be composed of at least two people
D. both (B) and (C)
58. Which of the following statements is true in the United States? Household quintile data _____.
A. display far more income inequality than family quintile data
B. display far less income inequality than family quintile data
C. display just as much income inequality as family quintile data
59. In the United States, after-tax income is more equally distributed than before-tax income.
A. True
B. False
60. According to the Internal Revenue Service, the Earned Income Tax Credit in 2009 lifted nearly 7 million people out of poverty.
A. True
B. False
61. The Earned Income Tax Credit _____ counted as income.
A. is
B. is not

62. There are vast differences in the amount of work done among the income quintiles in the United States.
- A. True
 - B. False
63. In the United States, the HiLo ratio for consumption units is _____ the HiLo ratio for household quintile income data.
- A. just the same as (i.e., no different than)
 - B. 86 percent lower than
 - C. 86 percent higher than
64. According to Karl Marx, if one owns the economic means of production, one is a member of the _____; and if one sold one's labor to those who own the economic means of production, then one is a member of the _____.
- A. Gemeinschaft; Gesellschaft
 - B. folk society; feudal aristocracy
 - C. proletariat; bourgeoisie
 - D. bourgeoisie; proletariat
 - E. status; contract
65. Susie lacks subjective awareness of her objective relationship to the economic means of production. Karl Marx would say that Susie _____.
- A. is immiserated
 - B. is a member of the bourgeoisie
 - C. has false consciousness
 - D. is a member of the proletariat
 - E. is fixated at the oral stage of development
66. According to Karl Marx, while industrial capitalism enriches the bourgeoisie, it impoverishes the workers, which is known as the _____.
- A. alienation habitus
 - B. mala prohibita
 - C. immiseration thesis
 - D. lex talionis
 - E. stare decisis
67. Why have there been no Marxist revolutions in capitalistic industrial societies?
- A. Imperialism develops enormous wealth, a small portion of which goes to the proletarians in the mother country, making them more prosperous and more content
 - B. The capitalist class itself is fragmented and stock ownership is widely dispersed in some capitalist countries, like the United States, which means that more and more people perceive themselves as having a direct stake in the capitalist system
 - C. Workers have become more affluent, not increasingly immiserated
 - D. Working conditions have improved for many workers, making them more content
 - E. All of the above

68. Real income refers to _____.
A. income after controlling for inflation
B. getting paid in cash, rather than by having the salary or wage electronically deposited into a bank account
C. income from real estate investments
D. after-tax income
69. Which revolutions fit the Davies J-curve?
A. the French Revolution
B. the American Revolution
C. the Russian Revolution
D. all of the above
E. none of the above
70. The Davies J-curve views revolution as _____.
A. due to absolute deprivation, objective immiseration
B. more likely when a prolonged period of objective economic and social improvement is followed by a short period of sharp reversal
C. due to relative deprivation
D. both (B) and (C)
71. Wealth is highly concentrated in the United States
A. True
B. False
72. The median wealth of U.S. households _____ between 2005-2009.
A. remained pretty much the same
B. increased significantly
C. decreased by 28 percent
73. In the Great Recession of 2007-2009, the U.S. economy contracted _____ the world's other advanced economies.
A. neither more nor less than
B. less than
C. significantly more than
74. In the Great Recession of 2007-2009, the minority households—Hispanics, Blacks, Asians—experienced steeper declines in wealth than white households because minority households _____.
A. are more dependent on home equity as a source of their wealth
B. in the case of Hispanics and Asians are disproportionately likely to reside in states that have been among the hardest hit by the housing crisis—California, Florida, Nevada, and Arizona.
C. both of the above

75. In the United States in 2009, the median net worth (wealth) of white households was _____.
- A. more than 17 times as great as the median net worth of Hispanic households
 - B. 20 times as great as the median net worth of Black households
 - C. both of the above
 - D. none of the above
76. Prior to the Great Recession of 2007-2009, the racial and ethnic disparities in wealth were much smaller in the United States than they are today.
- A. True
 - B. False
77. In the United States, the median net worth of college graduates is more than twelve times greater than that of high school dropouts.
- A. True
 - B. False
78. In the United States, an increased concentration of wealth characterizes all racial and ethnic groups.
- A. True
 - B. False
79. In the United States between 2005-2009, the increase in the share of wealth held by the top ten percent of households _____.
- A. was the greatest among Hispanics
 - B. was the lowest among whites
 - C. both of the above
80. Which of the following is/are true about the upper class in the United States?
- A. About 1/10th of 1 percent of Americans are super rich
 - B. More than size of income is involved in upper-class membership—source of income also is important
 - C. Family lineage is important in the upper-upper class
 - D. All of the above
 - E. None of the above
81. Bill Gates and J.K. Rowling are examples of _____ in the United States.
- A. the upper-upper class
 - B. the lower-upper class
82. In the United States, the middle class is disappearing.
- A. True
 - B. False

83. Day-care workers, wait persons, cashiers, and check-out clerks are examples of pink-collar workers.
- A. True
 - B. False
84. In the United States, the creative destruction characteristic of capitalism and economic globalization particularly threatens the jobs of the _____.
- A. white-collar jobs in sales, administrative support, and non-managerial office work
 - B. the upper-middle class
 - C. blue-collar jobs in production, craft, repair and machine operation
85. In the United States, children of married parents _____ the children of single mothers.
- A. are 82 percent less likely to be poor than are
 - B. are just as likely to be poor as
86. About _____ percent of the U.S. population is a member of the lower class?
- A. 1.5 to 5
 - B. 15
 - C. 30 to 35
87. About _____ percent of the U.S. population is a member of the underclass?
- A. 1.5 to 5
 - B. 15
 - C. 20
88. In the United States, how would you correctly characterize the relationship between the amount of education and the probability of giving birth while unmarried?
- A. There is no relationship.
 - B. There is a positive relationship.
 - C. There is a negative or inverse relationship.
89. In the United States, how would you correctly characterize the relationship between the level of income and the probability of giving birth while unmarried?
- A. There is no relationship.
 - B. There is a positive relationship.
 - C. There is a negative or inverse relationship.
90. The average home of a *poor* American is *larger* than the home of *the average citizen* of the United Kingdom, France, or Germany.
- A. True
 - B. False

91. In the United States, Blacks and Hispanics are _____ Whites and Asians to be among the working poor.
- A. just as likely as
 - B. more likely than
 - C. less likely than
92. In the United States, how would you correctly characterize the relationship between level of education and the probability of being a member of the working poor?
- A. There is no relationship.
 - B. There is a positive relationship.
 - C. There is a negative or inverse relationship.
93. _____ mobility compares the present position of individuals with those of their parents.
- A. intragenerational
 - B. intergenerational
 - C. ungenerative
94. _____ mobility compares the position attained by a person at two different points in that person's life course.
- A. intragenerational
 - B. intergenerational
 - C. ungenerative
95. _____ mobility refers to movement up or down a hierarchy of positions in a system of stratification.
- A. Horizontal
 - B. Vertical
 - C. Curvilinear
96. _____ mobility refers a change in a person's social position without a corresponding change in her or his general position in a prestige hierarchy or social-class level.
- A. Horizontal
 - B. Vertical
 - C. Curvilinear
97. The likelihood of being among the working poor varies widely by occupation.
- A. True
 - B. False
98. The likelihood of being among the working poor varies widely by a person's level of educational attainment.
- A. True
 - B. False

99. The amount of vertical social mobility often is used as an indicator of the degree of openness or fluidity of a society and its system of stratification.
- A. True
 - B. False
100. How would you correctly characterize the amount and extent of absolute intergenerational mobility in the United States in comparison with other core countries and emerging economies (such as Peoples Republic of China and Brazil)? The United States _____.
- A. has the most absolute intergenerational mobility compared to all other core countries and emerging economies
 - B. has very little absolute intergenerational mobility
 - C. is situated mid-range
101. The habit of saving, even in small amounts _____.
- A. is unrelated to intergenerational mobility in the United States
 - B. is a key to intergenerational mobility in the United States
102. The Pew Economic Mobility Project shows that 80 percent of adults in the United States today are _____ their parents were at the same age.
- A. worse off than
 - B. better off than
 - C. in exactly the position as
103. The Pew Economic Mobility Project shows that fully 93 percent of Americans whose parents were in the bottom quintile _____.
- A. are in the bottom quintile as adults today
 - B. exceed their parents' income as adults today
 - C. are in a worse position as adults today than their parents were at the same age
104. Modest-income Asian Americans and whites _____ are African Americans or Hispanics with similar incomes.
- A. are just as likely to enroll in 401(k) plans as
 - B. are less likely to enroll in 401(k) plans than
 - C. are more likely to enroll in 401(k) plans than
105. In the United States, low-income and minority students are reluctant to borrow to pay for college due to concerns about their ability to pay back loans.
- A. True
 - B. False

106. With regard to race and absolute mobility in the United States, among African Americans whose parents had been at the bottom fifth of the income distribution, _____percent now have greater family income than their parents had at the same age.
- A. 3
 - B. 25
 - C. 47
 - D. 82
107. With regard to intragenerational mobility in the United States, even over a short period of time, _____.
- A. there is a lot of intragenerational movement from the bottom of the income distribution
 - B. there is a lot of intragenerational movement from the top of the income distribution
 - C. both of the above
 - D. none of the above
108. With regard to the amount of intragenerational mobility in the United States, the longer the interval studied _____.
- A. the greater the amount of intragenerational mobility
 - B. the less the amount of intragenerational mobility
 - C. the time interval (longer, shorter) bears no relationship to the amount of intragenerational mobility observed or measured
109. There _____ a lot of turnover at the top of the income distribution in the United States.
- A. is
 - B. is not

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER:

CLASS START TIME:

(In Minutes)

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements (EKEs)**CHAPTER 7: "Stratification"**

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)**STUDENT ASSESSMENT OF EKEs IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS**

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Achievement				
2. Alienation				
3. Ascription				
4. Core				
5. Gini coefficient				
6. Intragenerational mobility				
7. Intergenerational mobility				
8. Periphery				
9. Semi-periphery				
10. Stratification				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 8

Sex and Gender
by
Gary D. Wilson

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. _____ is a concept that refers to biological differences between females and males.
2. _____ refers to the social and cultural differences a society assigns to an individual based on biological (sex) characteristics.
3. _____ is the belief that women should be equal to men.
4. _____ describe society's expectations regarding how females and males should think and behave.
5. Our beliefs about ourselves as females or males describes _____.

NAME _____ DATE _____

6. _____ describes a person's preference for sexual relationships with others.

7. _____ promotes the idea that the equality of women can be achieved within our existing society by passing laws and reforming social, economic, and political institutions.

8. _____ promotes the idea that patriarchy (male domination) is the cause of women's oppression and that patriarchy must be abolished if women are to become equal to men.

9. Women may be promoted in the workplace only to find that they reach an invisible _____ beyond which they cannot get promoted.

10. _____ prohibits the exclusion of any person from participation in an educational program on the basis of gender.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Androgyny	Sex
Feminism	Sexism
Gender	Sexual Orientation
Gender Identity	Title IX
Gender Roles	
Gender Socialization	
Gendered Wage Gap	
Glass Ceiling	
Glass Escalator	
Institutionalized Sexism	
Liberal Feminism	
The Lolita Effect	
Matriarchy	
Patricarchy	
Pink Collar Jobs	

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 8.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Provide an overview of Title IX. Briefly discuss the processes that resulted in the implementation of the policy.
2. Does the policy ensure equal opportunity as intended?
3. What is your perspective on Title IX?

Learning Opportunity 8.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double spaced, and *at least* four pages in length.

1. How has the promotion of equal opportunities for women affected men? Provide an example of a positive effect. Provide an example of a negative effect.
2. Describe a situation that might qualify as reverse sexism.
3. Do you consider yourself a feminist? Why or why not? Explain.

Learning Opportunity 8.3. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Prepare a short essay that describes two events from your childhood that reflected or reinforced your gender socialization.
2. Weigh in on the nature/nurture debate as it applies to the issue of gender. Explain your point of view.

NAME _____ DATE _____

Multiple-Choice Questions

1. Gender refers to
 - A. A biological fact, sex.
 - B. Cultural notions of masculinity and femininity.
 - C. The unlearned component of sex roles.
 - D. The physical differences between the sexes.
2. Historically, male efforts to prove women naturally inferior have relied on “evidence” that includes all of the following except
 - A. Hair and eye color.
 - B. Menstruation.
 - C. Brain structure.
 - D. A divine plan.
3. Which of the following is a gender characteristic?
 - A. Female breasts.
 - B. Female high-heeled shoes.
 - C. Male sex organs.
 - D. Female uterus.
4. Regarding biological differences between the sexes,
 - A. Men have a higher tolerance for pain.
 - B. Women have a higher death rate than men.
 - C. Women have greater resistance to most diseases than men.
 - D. Men have only male hormones and women have only female hormones.
5. Females tend to be
 - A. Less powerful physically than men.
 - B. Shorter-lived than males.
 - C. Weaker than males in their tolerance of malnutrition.
 - D. More inclined to sex-specific genetic disease.
6. Who conducted a classic study of gender characteristics among three New Guinea tribes?
 - A. Margaret Mead
 - B. Erving Goffman
 - C. George Murdock
 - D. Helen Hacker

7. Despite her skills, Mary earns less than men of similar qualifications and experience. Her situation, which is typical, can best be analyzed by
 - A. Functionalist theory.
 - B. Conflict theory.
 - C. Interactionist theory.
8. Sexism is
 - A. A form of discrimination.
 - B. an ideology
 - C. both (A) and (B)
9. Which one of the following is NOT among the cost and consequences of sexism?
 - A. The shame associated with the aging process for women
 - B. The loss of status for women assuming a passive role
 - C. The higher suicide rate among women
 - D. The limitations placed upon career opportunities for women
10. Overall, full-time female workers earn about _____ percent of what full-time male workers earn.
 - A. 25
 - B. 60
 - C. 79
 - D. 85
11. Sociologists refer to low-paying, female-dominated occupations as
 - A. Blue-collar jobs
 - B. No-collar jobs
 - C. Subordinate-stained jobs
 - D. Pink-collar jobs
12. According to conflict theorists:
 - A. Poverty is a female problem.
 - B. Gender roles are necessary for society.
 - C. Women suffer from a "glass ceiling" in the corporate world.
13. What is the percentage of matriarchies in the world?
 - A. 90 percent
 - B. 65 percent
 - C. 35 percent
 - D. 0 percent

True / False Questions

- | | | |
|--|---|---|
| 1. The terms masculinity and femininity refer to gender, NOT sex. | T | F |
| 2. According to functionalist theorists, males are more likely than females to take on both the instrumental and expressive roles. | T | F |
| 3. The Islamic countries have greater gender equality than most of the Western industrialized countries. | T | F |
| 4. The Equal Rights Amendment to the U.S. Constitution was ratified in 1984. | T | F |
| 5. Women are more likely than men to interrupt conversations. | T | F |
| 6. Low-paying, female-dominated occupations are called pink-collar jobs. | T | F |
| 7. The terms sex and gender basically mean the same thing to sociologists. | T | F |
| 8. Women are considered a minority group because there are more women than men in the United States. | T | F |
| 9. Patriarchy is a society in which men dominate women. | T | F |
| 10. Men who are reluctant to abandon their privileged positions use various cultural devices to keep women subservient. | T | F |
| 11. In the United States women's rights were gained by a prolonged and bitter struggle. | T | F |
| 12. Both males and females are victims of male violence. | T | F |
| 13. Women are vastly underrepresented in in political decision-making. | T | F |
| 14. Around the world males kill at about the same rate as that of females. | T | F |

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER:

CLASS START TIME:

(In Minutes)

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS;

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements

CHAPTER 8: "Gender and Society"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)

STUDENT ASSESSMENT OF EKES IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Androgyny				
2. Feminism				
3. Gender				
4. Gender identity				
5. Gender socialization				
6. Matriarchy				
7. Patriarchy				
8. Sex				
9. Sexism				
10. Title IX				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 9

Race and Ethnicity
by
Gary D. Wilson

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. The division of people based on certain physical characteristics is _____.

2. The _____ group holds significant power and privilege in society.

3. The _____ group holds little power.

4. Discrimination based on a person's race is called _____.

5. The neighborhoods in which people from similar cultures live together and assert cultural distinction from the dominant group are called _____.

NAME _____ DATE _____

6. _____ refers to negative attitudes about an entire group of people.

7. _____ maintains the advantage for the dominant group, while providing the appearance of fairness to all.

8. The unfair treatment of people based on a prejudice is called _____.

9. _____ is the belief that certain racial or ethnic groups are inferior to one's own.

10. Making an unfair accusation against a person or group as the cause of problem is _____.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Assimilation	Institutional Discrimination
Affirmative Action	Internal Colonialism
Authoritarian Personality	Majority Group
Civil Disobedience	Melting Pot
Discrimination	Minority Group
Dominant Group	Multiculturalism
Ethnic	Pluralism
Ethnic Cleansing	Prejudice
Ethnic Enclave	Race
Ethnicity	Racism
Ethnocentrism	Scapegoating
Genocide	Segregation
Hate Groups	Split Labor Market
Individual Discrimination	White Privilege

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 9.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. What defines your identity most: your race, your language, or your social class? Explain.
2. What are your thoughts about President Obama's "mutts like me" comment? Is the statement offensive? Why or why not?
3. Think about a time when you hear someone say a remark that was racially prejudiced. What was said? What was your reaction?

Learning Opportunity 9.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double spaced, and at least four pages in length.

1. Consider the effects “English Only” laws would have on you if you were a recent immigrant who did not speak English. How would your life be different?
2. Sometimes politicians equate immigration with “invasion,” as the conservative pundit Pat Buchanan famously did in 2006. Does this idea have racial overtones? Why or why not?
3. List three examples that indicate that race is a social construction rather than a biological category.

Learning Opportunity 9.3. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double spaced, and at least four pages in length.

1. Distinguish between individual and institutional discrimination.
2. Provide two examples of institutional discrimination.
3. Describe a time when you were personally subjected to a form of institutional discrimination.

Learning Opportunity 9.4. Writing Assignment—Sociological Analysis of Film

View *Schindler's List*, a film directed and co-produced by Steven Spielberg. Before viewing the film, read the questions of this Learning Opportunity. After viewing the entire film, answer the following questions in no less than three typed, double-spaced pages. Provide thorough responses to the questions. Prove that careful observations and critical thinking informed the responses. Be reasonable with regard to the length of responses. What would a reasonable person do to appropriately complete a sociological analysis of the film?

1. While the term “bureaucracy” is not used in *Schindler's List*, the film is heavily laden with its presence. Recalling the characteristics of an ideal bureaucracy first suggested by Max Weber, cite and discuss at least four examples that are presented in the film.
2. Adolph Hitler's name is only mentioned a few times in *Schindler's List*. Do you believe that he is a significant character in the film? Explain your position from a symbolic interactionist's perspective.

3. The little girl in the red coat is a significant character in *Schindler's List*. What did you feel as you watched her brief moments of screen time? Write a sociological analysis in which you explain her significance from the points of view of each of the three fundamental sociological paradigms (you should know what they are). Be sure to identify the sociological paradigms that you use to make your analysis.
4. The clearing of the ghetto may be the most horrific portion of *Schindler's List*. Use your growing sociological skill sets to analyze that experience from the perspective of the Jews. Then make the same analysis from the perspective of one of the German soldiers.
5. According to Ervin Straub, "Goodness, like evil, often begins in small steps." Use your growing sociological imagination to explain how decent people could remain indifferent to the suffering of their Jewish neighbors and friends and of other Nazi victims.

NAME _____ DATE _____

Multiple Choice Questions

1. Actions or practices of dominant group members that have a harmful impact on members of subordinate groups are referred to as:
 - A. discrimination
 - B. prejudice
 - C. racial amity
2. Which of the following statements regarding race and racial groups is FALSE?
 - A. Race is one of the most divisive social problems facing the United States.
 - B. Racial and ethnic inequality is a problem for people of color, but white Americans remain virtually unaffected by racism.
 - C. A racial group is a category of people who have been singled out, by others or themselves, as inferior or superior, on the basis of subjectively selected physical characteristics.
3. In a sociological sense, all of the following statements regarding dominant and subordinate groups are correct, EXCEPT:
 - A. Dominant groups are advantaged.
 - B. Subordinate groups experience disadvantage and exploitation.
 - C. Dominant groups are determined strictly on the basis of superior numbers.
 - D. The racial-ethnic dominant group in the United States is associated with white-skin privilege.
4. Teaching school children that their own school and country are the best is an example of:
 - A. racism
 - B. institutional discrimination
 - C. stereotyping
 - D. ethnocentrism
5. Which of the following definitions is FALSE?
 - A. racism is a set of attitudes, beliefs, and practices that are used to justify the superior treatment of one racial or ethnic group and the inferior treatment of another racial or ethnic group.
 - B. ethnocentrism is the assumption that one's own group and way of life are inferior to all others.
 - C. prejudice is a negative attitude based upon faulty generalizations about members of selected racial and ethnic groups.
 - D. stereotypes are over-generalizations.
6. Racial socialization is a process of social interaction that contains specific messages and practices concerning the nature of one's racial-ethnic status as it relates to:
 - A. personal and group identity.
 - B. intergroup and interindividual relationships.
 - C. one's position in the social stratification system.
 - D. All of the above are correct.

7. _____ is the term that describes the cultural benefits/unearned assets received by Caucasians in America due to their racial group membership.
- A. White-skin subordination
 - B. White-skin privilege
 - C. Caucasian identity
 - D. Caucasian invisibility.
8. Oprah Winfrey, Kobe Bryant, and Lebron James all share certain physical characteristics, including skin color. As such, they are a part of the same:
- A. Ethnicity
 - B. Enclave
 - C. Scapegoat
 - D. Race
9. The most prominent physical characteristic of race is:
- A. Language
 - B. Ancestral Heritage
 - C. Eye Color
 - D. Skin Color
10. Dr. Fletcher is taking six American sociology students on a study abroad trip to Sweden. Because the six American students have a common cultural, linguistic and ancestral heritage, they share the same:
- A. Race
 - B. Ethnicity
 - C. Enclave
 - D. Scapegoat
11. In the U.S., Native Americans make up a small portion of the total population and lack the level of power and privilege enjoyed by whites. As such, Native Americans are a:
- A. Majority Group
 - B. Dominant Group
 - C. Minority Group
 - D. Hate Group
12. In South Africa, whites were the numeric minority but had the greatest level of power. As such, whites were the:
- A. Racial Group
 - B. Dominant Group
 - C. Minority Group
 - D. Hate Group

13. Henry is a landlord. His policy is to never rent to blacks. This discrimination based on race is an example of:
- A. Genocide
 - B. Annexation
 - C. Conquest
 - D. Racism
14. Little Havana is a neighborhood in Miami where Cuban immigrants live together and assert cultural distinction from the dominant group. As such, Little Havana is a(n):
- A. Scapegoat
 - B. Ethnic Enclave
 - C. Double Consciousness
 - D. Stereotype
15. This racial group is labeled as the “model minority.”
- A. Asian American
 - B. African American
 - C. Hispanic American
 - D. Native American

True/False Questions

- | | | |
|--|---|---|
| 1. Quotas are a part of acceptable affirmative action policies. | T | F |
| 2. People learn about race through social experiences. | T | F |
| 3. In the U.S., minority populations are declining. | T | F |
| 4. It is possible to be prejudiced against the group that one belongs. | T | F |
| 5. Prejudice is learned and can be unlearned. | T | F |
| 6. Most whites in the United States claim that they are not racist. | T | F |
| 7. Race is an important and meaningful biological concept. | T | F |
| 8. Racism is a form of ideology. | T | F |
| 9. All people who discriminate against those from different ethnic groups are also prejudiced. | T | F |

- | | | |
|--|---|---|
| 10. According to Adorno, the "authoritarian personality" is usually the result of family environment. | T | F |
| 11. The term "scapegoating" comes from an ancient custom where people transferred their sins to goats. | T | F |
| 12. Blacks account for the largest percentage of new immigrants to the United States. | T | F |

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

(Month, Day, Year)

COURSE NAME: _____ COURSE NUMBER & SECTION NUMBER: _____
YOUR INSTITUTION'S NAME: _____ CLASS START TIME: _____
CLASS END TIME: _____ TOTAL CLASS TIME: _____ (In Minutes)

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements

CHAPTER 9: "Race and Ethnicity"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)

STUDENT ASSESSMENT OF EKES IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Affirmative Action				
2. Discrimination				
3. Ethnocentrism				
4. Genocide				
5. Individual discrimination				
6. Institutional discrimination				
7. Prejudice				
8. Racism				
9. Stereotypes				
10. White Privilege				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 10

Crime and Deviance

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1.-4. List four of the six major trends that mark our species' retreat from violence according to Steven Pinker:

(1) _____

(2) _____

(3) _____

(4) _____

5. _____ wrote *The Civilizing Process*.

6. From the point of view of consensus theory, _____ is another term for vigilantism, “taking the law into your own hands,” and other forms of violent retaliation by which people secure justice in the absence of state intervention.

7.-10. List four of the five reasons identified by Steven Pinker to explain why violence is decreasing:

(7) _____

(8) _____

(9) _____

(10) _____

NAME _____ DATE _____

11.-14. The four property crimes of the Uniform Crime Report's Part I Offenses:

(11) _____

(12) _____

(13) _____

(14) _____

15. American sociologist W. I Thomas observed that if we define something as real, it is real in its consequences, and this observation is known as the _____.

16. _____ are violations of the law governing the conduct of warfare, such as unnecessarily targeting civilians or mistreating prisoners of war.

17.-20. Name the four parts of the social bond according to Travis Hirschi's theory of the social bond:

(17) _____

(18) _____

(19) _____

(20) _____

21. _____ refers to loyalty to the good of humanity as a whole even if it conflicts with loyalty to the interests of one's own nation.

22. The concept of _____ holds that governments worldwide must act to save civilians from genocide or crimes against humanity perpetrated by their own governments.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Ad hominem argument	Frank Tannenbaum	Property crime
Aggravated assault	Fundamental attribution error	Reason
Appeal to higher loyalties	General deterrence	Rebellion
Arson	George Vold	Redistributionist
Attachment	Gresham Sykes and David Matza	Responsibility to protect
Autonomy	Group-serving bias	Restorative justice
Belief	Hate crime	Retreatism
Bureau of Justice Statistics	Howard S. Becker	Rights revolution, the
Burglary	Humanitarian revolution, the	Rise of the state and rule of law, the
Civilizing process, the	Immanuel Kant	Ritualism
Clearance rates	Innovation	Robbery
Cleared by arrest	International Criminal Court	Robert K. Merton
Cleared by exceptional means	Involvement	Secondary deviance
Commerce	John Braithwaite	Self-help
Commitment	Joseph S. Nye, Jr.	Smartness
Condemnation of the condemners	Labeling theory	Soft power
Conflict theory	Larceny theft	Specific deterrence
Conformity	Leviathan	Steven Pinker
Consensus theory	Lex salica	Stigma
Cosmopolitan or cosmopolite	Long peace, the	Strain or anomie theory
Cosmopolitanism	Lower-class focal concerns	Symbolic interactionist theory
Crime	Mala in se	Techniques of neutralization
Crimes against humanity	Mala prohibitum	<i>The Civilizing Process</i> (Norbert Elias)
Criminology	Max Weber	Theory of the social bond
Dark figure of crime	Miller's law	Thomas theorem
Denial of harm	Modes of adaptation	Toughness
Denial of responsibility	Moral entrepreneur	Travis Hirschi
Denial of victim	Morality	Trend in crime/violence (long-term, historical)
Deviance	Motor-vehicle theft	Trends in crime/violence (USA)
Differential association theory	Murder and non-negligent homicide	Trouble
Dramatization of evil	National Crime Victimization Survey	Uniform Crime Report
Edwin Sutherland	New peace, the	Violent crime

Excitement	Norbert Elias	W. I. Thomas
Fate	Pariah group	Walter B. Miller
Federal Bureau of Investigation	Part I Offenses	War crimes
Feminization	Part II Offenses	Wergeld or wergild
Forcible rape	Primary deviance	White-collar crime

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 10.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double-spaced, stapled in the upper-left corner, and at least three full pages in length.

1. Write an essay in which you identify and discuss the six major trends that mark our species' retreat from violence.
2. Write an essay in which you identify and discuss five reasons why violence is decreasing according to Steven Pinker.
3. What is cosmopolitanism? What factors promote it?

Learning Opportunity 10.2. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double-spaced, stapled in the upper-left corner, and at least three full pages in length.

1. Briefly describe and distinguish between crime and deviance.
2. Explain to the reader John Braithwaite's concept of reintegrative shaming and how it differs from stigmatization.
3. Distinguish between the concepts of mala in se, mala prohibita, and give an example of each.

4. Compare and contrast two theories of crime. Explain to the reader the strengths and weaknesses of each. Which theory do you prefer, and why?

Learning Opportunity 10.3. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double-spaced, stapled in the upper-left corner, and at least three full pages in length.

1. Explain to the reader the difference between general and specific deterrence and give an example of each.
2. Discuss the functions of crime/deviance.
3. Discuss the policy implications of two theories of crime/deviance, and give an example of social policy for each of the theories you select. Also, be sure to tell the reader which two theories of crime/deviance you are selecting, and briefly explain the two theories you choose to the reader.
4. Explain the concepts primary deviation and secondary deviation, and give an example of each.

Learning Opportunity 10.4. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double-spaced, stapled in the upper-left corner, and at least three full pages in length.

1. Compare and contrast the Uniform Crime Reports and the National Crime Victimization Survey as sources of data on crime in the United States. Then, using Uniform Crime Report data on violent crime and on property crime (Part I Offenses), identify and discuss the trend in crime in the United States since 1990. Has it been increasing, decreasing, remaining the same, or what? Does the portrait of the trend in the amount of crime that is generated by UCR data agree with or differ from the portrait of the trend in crime in the United States that you get if you use National Crime Victimization Survey data? Explain.
2. Who is Charles Ponzi and why might someone who is interested in white-collar crime be interested in him? Who is Bernie Madoff and what is his connection to Charles Ponzi? If you were a white-collar criminal, what difference would it make if you were to live, commit your crimes, and be prosecuted and punished for them in the United States or Peoples Republic of China? Explain.
3. "Violence is due to a deficit of morality and justice." Write an essay in which you evaluate the verity of this statement.

Learning Opportunity 10.5. Applying Sociology

Answer the following question in an essay of not less than three typed pages in which you use some of the key concepts from this chapter.

1. Write a biography of someone you know, explaining in terms of a sociological theory of crime why this person committed crimes or why she/he did not. Be sure to tell the reader which theory you are using.

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. _____ refers to the violation of social norms, whether folkways or mores.
 - A. Criminology
 - B. Deviance
 - C. Deterrence
 - D. Concurrence
 - E. Multifeasance
2. _____ is the scientific study of law making, law breaking, and the enforcement of law.
 - A. Criminology
 - B. Deviance
 - C. Deterrence
 - D. Concurrence
 - E. Multifeasance
3. _____ theorists tend to define the concept of crime in terms of law violation.
 - A. Consensus
 - B. Conflict
 - C. Symbolic-interactionist
 - D. Post-modernist
4. Which of the following statements is/are true with regard to white-collar crimes and the death penalty? *With regard to white-collar crime*, _____.
 - A. the death penalty is not a sentencing option in any known society today
 - B. the death penalty is a sentencing option in the United States
 - C. the death penalty is a sentencing option in the Peoples Republic of China
 - D. Both (B) and (C)
5. In the symbolic interactionist view, which of the following is/are true?
 - A. Moral entrepreneurs define crime
 - B. No acts are inherently either good or bad
 - C. Crimes are illegal because influential audiences or stakeholders define them that way
 - D. All of the above
 - E. None of the above

6. Which of the following is/are sources of crime data in the United States?
 - A. self reports
 - B. Uniform Crime Reports
 - C. National Crime Victimization Survey
 - D. all of the above
 - E. none of the above
7. What is leviathan?
 - A. crime
 - B. a felony
 - C. primary deviance
 - D. misdemeanor
 - E. the state
8. With the rise of the state came _____ in chronic raiding and feuding that had characterized life in hunting and gathering and horticultural societies, resulting in a more or less _____ in rates of violent death.
 - A. an increase; fivefold increase
 - B. a reduction; fivefold decrease
 - C. no change; static condition (no change)
9. Between the late Middle Ages and the twentieth century, European countries experienced _____ in their rates of violent homicides.
 - A. no change
 - B. a slight increase
 - C. a tenfold-to-fiftyfold decrease
 - D. a tenfold-to-fiftyfold increase
10. Another term for wergild is _____.
 - A. In loco parentis
 - B. Lex salica
 - C. Mala in se
 - D. Mala prohibita
 - E. All of the above
11. Which of the following is true about homicide in England?
 - A. It always has been a crime against the state
 - B. For centuries the legal system treated it as a tort, i.e., as a private wrong
 - C. King Henry I redefined homicide as an offense against the state
 - D. Both (B) and (C)

12. If something is *mala prohibita*, it is _____.
A. Evil because it is prohibited
B. Inherently evil
C. Prohibited simply because of a person's status
D. All of the above
13. _____ sheds light on the dark figure of crime.
A. National Incident-Based Reporting System
B. The Uniform Crime Report
C. The National Crime Victimization Survey
D. Cosmopolitan and Neopolitan Administrative Program (CNAP)
14. In the United States, the clearance rate is higher for _____.
A. Violent crimes
B. Property crimes
C. None of the above—i.e., clearance rates are the same for property crimes and crimes of violence
15. According to the National Crime Victimization Survey, violent crime rates have _____ between 2002-2011.
A. pretty much remained the same
B. declined 30 percent
C. increased 30 percent
16. According to the National Crime Victimization Survey, the number of property crimes _____ between 2002-2011.
A. essentially did not change
B. declined
C. increased
17. According to the National Crime Victimization Survey data, which of the following is/are true about changes in the rate of crime victimization in the United States between 2002-2011? Declines in the rate of crime victimization _____.
A. essentially did not occur
B. occurred among Whites but not among Blacks, Hispanics, American Indian and Alaskan Natives
C. occurred in *all* measured demographic groups in the United States
D. occurred among Blacks, Hispanics, American Indian and Alaskan Natives, but not among Whites
18. With the advent of the consolidation of the state, there was a large reduction in *elite* violence.
A. True
B. False

19. Sociologists Travis Hirschi, Michael Hindelang, and Joseph Weis conducted one of the most thorough analyses of the validity of self-report data on crime. How would you characterize the findings of their study?
- A. Self-report data are valid
 - B. Self-report data are differentially valid by race by sex
 - C. Among African-American males the failure to self-report significant offenses remains pronounced whatever the method of administration of the self-report instrument.
 - D. Both (B) and (C)
20. _____ is the clearinghouse for the collection and dissemination of data regarding hate crimes in the United States.
- A. Uniform Crime Reports
 - B. National Crime Victimization Survey
 - C. Future of Youth Survey
21. Between 2007-2011 in the United States, the number of hate crimes _____.
- A. increased by 31.9 percent
 - B. neither increased nor decreased but remained pretty much the same
 - C. decreased by 31.9 percent
22. Of the hate crimes that involve religious bias in the United States, most of these offenses involve _____ bias.
- A. Anti-Muslim
 - B. Anti-Jewish
 - C. Anti-Catholic
 - D. Anti-Protestant
23. The *symbolic interactionist* approach to understanding crime and deviance is illustrated by the contributions of _____.
- A. George Herbert Mead, Edwin Sutherland, Frank Tannenbaum
 - B. Durkheim, Merton, and Hirschi
 - C. Karl Marx
24. The *consensus theory* approach to understanding crime and deviance is illustrated by the contributions of _____.
- A. George Herbert Mead, Edwin Sutherland, Frank Tannenbaum
 - B. Durkheim, Merton, and Hirschi
 - C. Karl Marx
25. The *conflict theory* approach to understanding crime and deviance is illustrated by the contributions of _____.
- A. George Herbert Mead, Edwin Sutherland, Frank Tannenbaum
 - B. Durkheim, Merton, and Hirschi
 - C. Karl Marx

26. A Ponzi scheme is an example of what type of crime?
- A. violent
 - B. white-collar
 - C. terrorism
 - D. bias crime
27. According to the Uniform Crime Reports, robbery is an example of what type of crime?
- A. violent
 - B. property
 - C. Hate crime
 - D. Organizational crime
28. Bernard Madoff is _____.
- A. The founder of symbolic interactionism.
 - B. A white-collar criminal
 - C. A serial killer in the former Soviet Union
 - D. The founder of the restorative justice movement in New Zealand
29. According to human rights groups, China carries out more court-ordered executions than the rest of the world combined.
- A. True
 - B. False
30. According to conflict theorists, why do white-collar crimes putatively receive little attention?
- A. Group-serving bias
 - B. the institutions of society preserve the interests of those in positions of power and control
 - C. The type of crime that elicits fear and dread is street crime
 - D. The costs of white-collar crime are diffused
 - E. All of the above
31. What is melamine?
- A. a chemical used to make plastics and fertilizers
 - B. a chemical that is toxic if ingested
 - C. is a chemical that can give the appearance of higher protein levels when mixed into watered-down milk
 - D. All of the above
 - E. None of the above
32. Which of the following is/are adaptations according to Robert K. Merton's strain or anomie theory?
- A. attachment
 - B. commitment
 - C. conformity
 - D. innovation
 - E. Both (C) and (D)

33. Who are Li Peiying and Zheng Xiaoyu?
- A. famous sociologists in China
 - B. famous political scientists in China
 - C. founders of the National Academy of Sciences in China
 - D. people who were sentenced to death in China for their roles in white-collar crimes
 - E. Both (B) and (C)
34. Attachment, commitment, involvement, and belief are elements of _____.
- A. Travis Hirschi's theory of the social bond
 - B. Sykes and Matza's techniques of neutralization
 - C. Walter B. Miller's lower-class focal concerns
 - D. Donald Sutherland's differential association theory
 - E. Robert K. Merton's strain or anomie theory
35. In _____ one uses legitimate means but does not pursue the goal of financial success.
- A. conformity
 - B. innovation
 - C. rebellion
 - D. ritualism
 - E. innovation
36. In _____ one rejects the system of traditional goals and means and establishes new goals and new means in their place.
- A. conformity
 - B. innovation
 - C. rebellion
 - D. ritualism
 - E. innovation
37. Job Corps _____.
- A. was established by the U.S. Department of Labor in 2003
 - B. is a job-training program for disadvantaged, unemployed youth
 - C. generates significant earnings gains for disadvantaged youth
 - D. all of the above
 - E. Both (B) and (C)
38. Job Corps participation has which of the following effects?
- A. Job Corps participation significantly reduced involvement with crime
 - B. Job Corps participation significantly reduced receipt of public assistance
 - C. Both of the above
 - D. None of the above

39. Boys and Girls Clubs of America's Project Learn boosts academic performance of club members.
- A. True
 - B. False
40. Housing developments with Boys and Girls Clubs of America _____ in comparison with similar housing developments without the clubs.
- A. have fewer damaged units
 - B. have less delinquency
 - C. have less substance abuse and drug trafficking
 - D. all of the above
 - E. none of the above
41. The observation that people's short-term memory can hold or process only seven "chunks" of information, plus or minus, two, at any given moment, is known as _____.
- A. Theory of the Social Bond
 - B. Occam's razor, also known as Ockham's razor
 - C. Miller's Law
 - D. Techniques of Neutralization
42. This focal concern refers to a preference for using physical violence as the preferred mode of dispute resolution.
- A. Trouble
 - B. Toughness
 - C. Smartness
 - D. Fate
 - E. Autonomy
43. This focal concern refers to a low tolerance for being in a subordinate position in a status hierarchy.
- A. Toughness
 - B. Smartness
 - C. Fate
 - D. Autonomy
 - E. Excitement
44. If Michael perceives himself to be cargo on the ship of life rather than the driver of the ship of life, what type of locus of control does Michael have?
- A. external locus of control
 - B. internal locus of control
 - C. no locus of control

45. When explaining the actions of others, we commit _____ when we overestimate the importance of personal dispositions and underestimate the importance of situational or social-structural factors.
- A. the ultimate attribution error
 - B. the modal attribution error
 - C. the fundamental attribution error
46. Another term for the group-serving bias is _____.
- A. the ultimate attribution error
 - B. the modal attribution error
 - C. the fundamental attribution error
47. In the techniques of neutralization theory, what is it that gets “neutralized”?
- A. the conscience
 - B. poverty
 - C. poor performance in school
 - D. short attention span
 - E. immigration enforcement
48. Which technique of neutralization is referred to by the principle “If you don’t like the message, attack the messenger,” otherwise known as an *ad hominem* argument?
- A. attachment
 - B. condemnation of the condemners
 - C. commitment
 - D. excitement
 - E. denial of harm
49. Travis Hirschi’s theory of the social bond applies _____ insights about the importance of integration to explain crime, delinquency, and deviance in society.
- A. Karl Marx’s
 - B. Emile Durkheim’s
 - C. Friedrich Hegel’s
 - D. both (A) and (C)
50. Restorative justice _____.
- A. is a movement in criminology that relies on nonpunitive strategies for crime control
 - B. has a number of sources, including Quakerism and Zen
 - C. both of the above
 - D. is a movement in criminology that advocates the use of long prison sentences, the use of the death penalty, and “three strikes and you’re out” laws.

51. In Travis Hirschi's theory of the social bond, _____ refers to the extent that one views traditional authority, and those who embody or represent it, as legitimate.
- A. attachment
 - B. commitment
 - C. belief
 - D. involvement
 - E. habitus
52. If Herman is punished for stealing a motorcycle so that Herman will not steal motorcycles anymore, we say that the aim of the punishment is that of _____ deterrence.
- A. specific
 - B. general
53. Evaluations of Early Head Start programs indicate that participating children sustained _____.
- A. Positive impacts on cognitive development
 - B. Positive impacts on language development
 - C. Positive impacts on socio-emotional development
 - D. All of the above
 - E. None of the above
54. The principle of _____ states that a person becomes criminal because of an excess of definitions favorable to violation of the law over definitions unfavorable to violation of the law.
- A. Restorative justice
 - B. differential association
 - C. techniques of neutralization
 - D. lower-class focal concerns
 - E. general deterrence
55. The taking or attempting to take anything of value from the care, custody, or control of a persons or persons by force or threat of force or violence and/or by putting the victim in fear is a definition of _____.
- A. Larceny/theft
 - B. Burglary
 - C. Robbery
 - D. Arson
56. Clearance rates for property crime are higher than clearance rates for violent crime.
- A. True
 - B. False

57. Charles Ponzi _____.
- A. is the person after whom the Ponzi scheme is named
 - B. was an immigrant to the United States from Great Britain and he founded the school of criminology known as restorative justice
 - C. is the founder of the Bank of America
 - D. is a famous Chicago School sociologist who coined the concept of the looking-glass self
 - E. is a sexual serial killer
58. A person who sells illegal drugs in order to become wealthy best fits which of Robert K. Merton's modes of adaptation to anomie?
- A. Conformist
 - B. Retreatist
 - C. Rebel
 - D. Innovator
 - E. Ritualist
59. The _____ publishes the Uniform Crime Reports.
- A. Federal Bureau of Investigation
 - B. Bureau of Justice Statistics
 - C. Immigration and Customs Enforcement Agency
 - D. Environmental Protection Agency
 - E. U.S. Supreme Court
60. Part I and Part II offenses are part of the crime classification system of the _____.
- A. Uniform Crime Reports
 - B. National Crime Victimization Survey
 - C. The Future of Youth Survey
 - D. The Code of Hammurabi
61. Most hate crimes in the United States involve _____ bias.
- A. religious
 - B. gender/sexual
 - C. racial
 - D. ethnicity or national origin
 - E. physical or mental disability
62. Which of the following is/are elements of the social bond according to Travis Hirschi's theory of the social bond, also known as social control theory?
- A. attachment
 - B. commitment
 - C. conformity
 - D. innovation
 - E. Both (A) and (B)

63. Statistics from Western countries show that the overwhelming majority of homicides and other violent crimes are
- A. committed by people in the lowest socioeconomic classes
 - B. committed by people who are dispersed fairly equally across the entire spectrum of socioeconomic classes
64. Which of the following statements is/are true?
- A. All social classes equally pursue justice within the legal system
 - B. Elites and middle classes largely pursue justice within the legal system
 - C. Segments of the lower classes are more likely to resort to "self-help"
 - D. From the point of view of the perpetrators, much of what we call crime is actually the pursuit of justice and a code of honor
 - E. All of the above, except (A)
65. "If we define something as real, it is real in its consequences," is known as _____.
- A. the looking-glass self
 - B. the Thomas theorem
 - C. differential association theory
66. The most common motives for homicide are _____.
- A. financial—killing someone accidentally during a robbery
 - B. financial—killing someone for "hire"
 - C. moralistic—retaliation after an insult, punishing an unfaithful or deserting romantic partner, and other acts of jealousy, revenge, and self defense
 - D. Both (A) and (B)
67. Since the end of the Cold War in 1989, organized conflicts of all kinds—civil wars, genocides, repressions by autocratic governments, coups d'état, and even terrorist attacks—have _____ throughout the world.
- A. increased
 - B. declined
68. Which of the following is/are true about the concept of soft power?
- A. It refers to the ability to affect others through the co-optive means of framing the agenda, persuading, and eliciting positive attraction.
 - B. It can inhibit violence
 - C. It is a term coined by Joseph S. Nye, Jr.
 - D. All of the above
 - E. None of the above

69. Which of the following is/are true about the concept of cosmopolitanism?
- A. refers to loyalty to the good of humanity as a whole even if it conflicts with loyalty to the interests of one's own nation
 - B. derives from two Greek words that can be translated into English as meaning "citizen of the world"
 - C. it is an ancient school of thought or philosophy, dating back to the Cynics of the 4th century B.C.
 - D. is embodied in the United Nations' Universal Declaration of Human Rights
 - E. All of the above
70. The responsibility to protect (R2P) holds that governments worldwide must act to save citizens from genocide or crimes against humanity perpetrated by their own governments.
- A. True
 - B. False
71. The International Criminal Court _____.
- A. was created by treaty in 1998
 - B. is located in Paris, France
 - C. hears cases of genocide, war crimes, and crimes against humanity from anywhere in the world
 - D. all of the above
 - E. Both (A) and (C)
72. From the point of view of consensus theory, _____ is another term for vigilantism, "taking the law into your own hands," and other forms of violent retaliation by which people secure justice in the absence of state intervention.
- A. involvement
 - B. toughness
 - C. self-help
 - D. innovation
73. _____ are violations of the law governing the conduct of warfare, such as unnecessarily targeting civilians or mistreating prisoners of war.
- A. Crimes against humanity
 - B. War crimes
 - C. Mala prohibita
74. _____ theory tends to stress that the law that defines crime is a tool that the ruling class uses to maintain its supraordinate position at the expense of the poor.
- A. Consensus
 - B. Symbolic interactionist
 - C. Conflict
 - D. Post-modernist

75. Which of the following is/are among Walter B. Miller's lower-class focal concerns?
- A. Attachment
 - B. Trouble
 - C. Toughness
 - D. All of the above
 - E. Both (B) and (C)
76. Pariah group is _____ term for a group that is highly stigmatized.
- A. Max Weber's
 - B. Karl Marx's
 - C. Emile Durkheim's
 - D. Robert K. Merton's
 - E. Edwin Sutherland's

(Month, Day, Year)

(In Minutes)

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements

CHAPTER 10: "Crime and Deviance"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____

(In Minutes)

STUDENT ASSESSMENT OF EKES IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
Essential Knowledge Elements (EKEs)				
1. Cosmopolitanism				
2. Crime				
3. Criminology				
4. Deviance				
5. Deviance, primary and secondary				
6. National Crime Victimization Survey				
7. Pariah group				
8. Stigma				
9. Thomas theorem				
10. Uniform Crime Reports				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 11

Demography

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1.-3. List each of the three major variables that demographers use to understand population structure:

(1) _____ (2) _____ (3) _____

4. The _____ is a special type of bar graph used by demographers to represent the distribution of a population by age and sex together.

5.-7. _____ is the study of population structure and it was founded by _____ in 1798 with the publication of a book titled _____.

8. _____ refers to the average number of years that persons in a given population born in a particular period of time can expect to live.

NAME _____ DATE _____

9.-10. Malthus envisioned two types of checks on population growth, which he termed

(9) _____

(10) _____

11.-12. In the economically advanced countries of the world, a total fertility rate below 2.1 children is termed _____ while a total fertility rate at or below 1.3 is called _____, a term coined by German demographer Hans-Peter Kohler and his colleagues.

13. _____ a term that entered the English language in Tudor England to refer to someone who dug out and removed human excrement from privies and cesspits.

14.-15. _____ is the physiological ability, capacity, or potential to reproduce, while _____ refers to the realization of this potential, the actual birth rate, as measured by the number of offspring.

16.-17. _____ and _____, together, may be thought of as the foundational theory of demography.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Below replacement-level fertility	Lowest-low fertility
Census	Malthusian theory
Contraceptive prevalence rate	Menarche
Crude death rate	Migration
Demographic divide, the	Morbidity
Demographic transition theory	Neonatal mortality
Demography	Neonatal mortality rate
Diaspora	Net-mortality
Doubling time	Old-age dependency ratio
Emigrants	Out-migrants
Emigration	Population pyramid
Enclosure	Positive checks
Fecundity	Postneonatal mortality
Fertility	Postneonatal mortality rate
Gong farmer	Preventive checks
Great Leap Forward, the	Remittance
Health transition	Replacement-level fertility
Immigrants	Robert Thomas Malthus
Immigration	Stages of the demographic transition
Infant mortality rate	The race between the stork and the plow
In-migrants	Total fertility rate
Internal migration	Totalitarianism
International mortality	Vulcanization of rubber
Life expectancy	Zero population growth

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 11.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Compare and contrast Malthusian theory and the theory of the demographic transition.
2. Explain the difference between replacement-level fertility and lowest-low fertility.
3. Totalitarian states are noteworthy for their excess mortality. Explain.
4. What is the demographic divide? Explain it, using examples to illustrate the points you are making.

Learning Opportunity 11.2. Library Exercise

In this exercise you are to go to the library and locate one of the journals indicated below. (Axe Library online is okay, if it works for you for this assignment. You can find the journals listed below in JSTOR. You will need your PSU Student ID# and your Gus Pin Number to access JSTOR online through the Pittsburg State University website. As of this writing, you can access Axe Library online by going to <http://axe.pittstate.edu/>

In one of the journals indicated at the bottom of this writing assignment, find a research article that has been published within the past four years, one in which you are interested and one that you can understand. Read the article. Then you are to write four things.

1. Give full bibliographic information on the article you have selected--Name(s) of author(s), title of the article, name of the Journal, Volume Number, Year, pages on which the article appears.
2. Write a 500-word synopsis of the article. Do not copy anything verbatim. Do not merely re-state the abstract of the article.
3. Then, on a new page, write a 100-word summary of the article.
4. Then, on a new page, in no fewer than 250 words, use your growing sociological imagination to relate the article to something—to a theory, to an occurrence in the world. Include in your assignment a photocopy of the entire article.

This assignment is to be typed, double-spaced, and stapled in the upper-left hand corner. Be sure to print your name, the course name, course and section number, and the date (day, month, year) in the upper right-hand corner of the cover sheet. Yes, there will be a cover sheet.

Journals:

- Demography
- Population
- Population Studies
- Population and Development Review
- Population and Environment
- Population Research and Public Policy

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. In terms of population, the three largest countries in the world are:
 - A. India, China, Russia
 - B. China, India, Russia
 - C. China, India, United States
 - D. China, India, Brazil
2. In the first stage of the demographic transition, the population growth rate is _____.
 - A. High
 - B. Low
3. In the second stage of the demographic transition, the population growth rate is _____.
 - A. High
 - B. Low
4. In the third stage of the demographic transition, the population growth rate is _____.
 - A. High
 - B. Low
5. The mean age of mother at first birth is greater than 28.0 in _____.
 - A. Australia
 - B. Switzerland
 - C. United Kingdom
 - D. All of the above
 - E. None of the above
6. The ten *highest* total fertility rate countries, 2013, include _____.
 - A. United States
 - B. Mexico
 - C. Niger
 - D. both (A) and (B)
 - E. none of the above
7. The ten *lowest* total fertility rate countries, 2013, include _____.
 - A. Singapore
 - B. Macau
 - C. Taiwan
 - D. all of the above
 - E. none of the above

8. The ten *highest* mortality-rate countries, 2013, include _____.
A. South Africa
B. Ukraine
C. Chad
D. Guinea-Basau
E. All of the above
9. The ten *lowest* mortality-rate countries, 2013, include _____.
A. Qatar
B. United Arab Emirates
C. United States
D. all of the above
E. Both (A) and (B)
10. Net-mortality countries, 2012, include _____.
A. Ukraine
B. Belarus
C. Serbia
D. Bulgaria
E. All of the above
11. In 2012, the infant mortality rate for the world was _____.
A. 41
B. 5
C. 45
D. 49
E. 72
12. In 2012, the infant mortality rate for the more developed countries was _____.
A. 41
B. 5
C. 45
D. 49
E. 72
13. In 2012, the infant mortality rate for the least developed countries was _____.
A. 41
B. 5
C. 45
D. 49
E. 72

14. The world's top ten emigration countries, 2010, include _____.
- A. Mexico
 - B. India
 - C. Russian Federation
 - D. China
 - E. All of the above
15. The world's top ten immigration countries, in millions of immigrants, 2010, include _____.
- A. Mexico
 - B. India
 - C. Russian Federation
 - D. China
 - E. Both (B) and (C)
16. The world's top immigration country, in millions of immigrants, 2010, is _____.
- A. United States
 - B. Russian Federation
 - C. Germany
 - D. Saudi Arabia
17. In terms of population projection of high-income, medium-income, and low-income countries, 2010 to 2050, the highest growth is expected to occur in _____ countries.
- A. high-income
 - B. medium-income
 - C. low-income
18. In _____, the immigrant population has doubled since 1990, tripled since 1980 and quadrupled since 1970.
- A. China
 - B. India
 - C. United States
 - D. none of the above
19. In China, by 2020 there will be _____ million males who will be of marriageable age who will never marry because of the sex ratio imbalance.
- A. 2
 - B. 12
 - C. 24
 - D. 240

20. The sex ratio imbalance in China is associated with _____.
A. kidnappings of young girls
B. sexual trafficking of young girls
C. both of the above
D. none of the above
21. The word census is derived from the Latin word *censere*, meaning _____.
A. ten
B. "to assess, tax"
C. hundred
D. all of the above
22. In the 2010 U.S. census, the number of same-sex unmarried partner households _____.
A. was undercounted by 28 percent
B. was overcounted by 28 percent
23. The An Lushan Revolt _____.
A. occurred in northern China in 1929
B. killed 36,000,000 people in a period of 8 years
C. both of the above
D. none of the above
24. The first census in the United States was not made until 1790.
A. True
B. False
25. White conservatively places the loss of life in the An Lushan Revolt at 13 million.
A. True
B. False
26. In a population pyramid, each "row" usually represents _____.
A. one-year age groupings
B. five-year age groupings
C. fifteen-year age groupings
27. Looking at a population pyramid, _____ are on the left side.
A. males
B. females
28. The _____ is the number of children a woman bears during her reproductive years, often defined as the number of births per female aged 15-45 years of age.
A. crude birth rate
B. total fertility rate

29. The _____ is the number of live births in a given year for every 1,000 people in the population.
- A. crude birth rate
 - B. total fertility rate
30. _____ is the physiological ability, capacity, or potential to reproduce.
- A. Fecundity
 - B. Fertility
 - C. Morbidity
31. Replacement-level fertility and zero-population growth are synonyms.
- A. True
 - B. False
32. In Europe, five countries have achieved zero population growth as of 2012.
- A. True
 - B. False
33. In economically advanced societies, below replacement-level fertility is a total fertility rate below 2.1 children per couple.
- A. True
 - B. False
34. The younger the age at first sexual intercourse, the higher the fertility rate.
- A. True
 - B. False
35. The younger the age at first marriage, the _____ the fertility rate.
- A. higher
 - B. lower
36. Only a tiny percentage of females experience trouble conceiving prior to the age of _____.
- A. 28
 - B. 35
 - C. 40
37. By 2050, there will be _____ retired people (over 60 years of age) in People's Republic of China.
- A. 2 million
 - B. 20 million
 - C. 400 million.

38. In the United States, the number of people under age 18 _____ between 2010 and 2011.
- A. declined by 90,000 people
 - B. declined by 190,000 people
 - C. increased by 90,000 people
 - D. increased by 190,000 people
 - E. neither increased nor decreased
39. In _____ more deaths per 1,000 population than there are births per 1,000 population.
- A. no known human society today are there
 - B. net-mortality societies there are
 - C. net fertility societies there are
40. The infant mortality rate is _____.
- A. the annual number of deaths of infants under 1 year of age per 1,000 live births
 - B. the annual number of deaths of infants under 1 year of age divided by the number of total deaths in the population, multiplied by 1,000
 - C. both of the above
41. Neonatal mortality is _____.
- A. infant death that occurs within the first year of life
 - B. infant death that occurs within the first 27 days of life
 - C. infant death that occurs between 28 to 364 days of life
 - D. all of the above
 - E. none of the above
42. Post neonatal mortality is _____.
- A. infant death that occurs within the first year of life
 - B. infant death that occurs within the first 27 days of life
 - C. infant death that occurs between 28 to 364 days of life
 - D. all of the above
 - E. none of the above
43. Most infant deaths occur within the first 27 days of life.
- A. True
 - B. False
44. The infant mortality rate _____ considered as a major indicator of societal health and well-being.
- A. is not
 - B. is

45. Infant mortality is the largest component of child mortality.
- A. True
 - B. False
46. The world infant mortality rate is 41 deaths per 1,000 live births. In infant mortality rate in the United States is _____ per 1,000 live births.
- A. 41
 - B. 57
 - C. 75
 - D. 6
 - E. 21
47. In _____ all live births of any length, at any birth weight, and any gestational age are counted as live births.
- A. Austria
 - B. Germany
 - C. Switzerland
 - D. the United States
 - E. all of the above
48. Some countries do not register the births of babies who die within the first 24 hours of life.
- A. True
 - B. False
49. In the United States, 40 percent of infants who die do so within the first day of life.
- A. True
 - B. False
50. In _____ live births under 500 grams (one pound) or 22 weeks gestation are not recorded as live births.
- A. no country
 - B. France, Netherlands
 - C. Czech Republic, Poland
 - D. Ireland
 - E. all of the above, except (A)
51. Reporting practices inflate the infant mortality rate for the United States in comparison with many European countries.
- A. True
 - B. False

52. _____ has teenage birth rates that are the highest in the industrialized world.
- A. the European Union
 - B. Italy
 - C. The United States
 - D. Mexico
53. The United States has a teenage birth rate that is _____.
- A. more than twice as high as in Spain
 - B. more than twice as high as in Ireland
 - C. five times as high as in Italy
 - D. all of the above
 - E. none of the above
54. Lower infant mortality rates track with fewer teen pregnancies.
- A. True
 - B. False
55. Lower infant mortality rates track with _____.
- A. married as opposed to single mothers
 - B. less obesity
 - C. less smoking
 - D. all of the above
 - E. none of the above
56. Totalitarianism was a highly centralized political system that extensively regulated people's lives.
- A. True
 - B. False
57. Totalitarian states are noteworthy for their _____.
- A. high fertility rates
 - B. excess mortality
 - C. openness to immigration and emigration
 - D. both (A) and (C)
 - E. none of the above
58. Totalitarianism emerged in the _____ century.
- A. fifth century BC
 - B. eighteenth century
 - C. twentieth century

59. Within the span of 12 years, in deliberate killing policies unrelated to combat, the Nazi and Soviet regimes killed _____ people.
- A. 2 million
 - B. 7 million
 - C. 14 million
 - D. 30,000
 - E. no
60. 14 million people exceeds by more than 13 million all of the American battlefield deaths in all of the foreign wars that the United States has ever fought.
- A. True
 - B. False
61. The Great Leap Forward _____.
- A. resulted in no excess mortality
 - B. was an attempt by the People's Republic of China to catch up with and overtake Britain in less than 15 years
 - C. pulled 90 million people off the farms
 - D. resulted in tens of millions of excess deaths
 - E. all of the above, except (A)
62. The Great Leap Forward continued to kill many years after it was stopped.
- A. True
 - B. False
63. Internal migration is _____.
- A. is what happens when a person goes on a vacation for a week
 - B. the relatively permanent movement of a person, group, or a population within a country
 - C. the relatively permanent movement of a person, group, or a population across a national boundary to a new or host country
 - D. both (B) and (C)
 - E. none of the above
64. A diaspora is a mass movement of a people from a host society to a variety of other places in a relatively short period of time.
- A. True
 - B. False.
65. Money that international migrants send back to family member in their country of origin is termed _____.
- A. a diaspora
 - B. a fecundity
 - C. afiduciary entitlements
 - D. a remittance

66. The amount of money that developing countries receive in remittances _____.
A. is fairly trivial
B. exceeds the amount these countries' governments receive in official development assistance
67. As a share of gross domestic product (GDP), remittances _____.
A. are nowhere a significant percentage of gross domestic product
B. are 47 percent of GDP in Tajikistan
C. are 31 percent of GDP in Liberia
D. are 27 percent of GDP in Lesotho
E. All of the above, except (A)
68. Remittances serve which of the following functions? They _____.
A. reduce the level and severity of poverty
B. typically lead to higher capital accumulation
C. typically lead to better access to information and communication technologies
D. typically lead to more entrepreneurship
E. All of the above
69. In the United Kingdom, between 1999 and 2009, a total of _____ individuals have been found guilty of Islamism-related terrorist offenses.
A. 171
B. 119
C. 45
D. 25
E. 7
70. Of those persons convicted of Islamism-related terrorist offenses in the United Kingdom between 1999 and 2009, more than two-thirds _____.
A. were immigrants
B. were British nationals
71. In the United States, between 1997 and 2011, a total of _____ individuals have been found guilty of Al-Qaeda-related offenses or who committed suicide attacks on U.S. soil.
A. 171
B. 119
C. 45
D. 25
E. 7
72. Of those persons found guilty of Al-Qaeda-related offenses or who committed suicide attacks on U.S. soil between 1997 and 2011, the majority (54 percent) _____.
A. were immigrants
B. were U.S. citizens

73. If Emlyn were a gong farmer, what did he do for a living?
- A. a vegetable farmer
 - B. a sheep farmer
 - C. a multi-media consultant
 - D. a paid worker who cleans out cesspits
 - E. a peasant
74. The demographic divide refers to _____.
- A. a population pyramid
 - B. the clear demographic contrasts between the more developed and less developed countries in birth rates
 - C. the clear demographic contrasts between the more developed and less developed countries in death rates
 - D. the clear demographic contrasts between the more developed and less developed countries in rates of population growth
 - E. all of the above, except (A)
75. The bulk of global international immigration is from the less developed to the more developed countries.
- A. True
 - B. False

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER:

TOTAL CLASS TIME: _____ (In Minutes)

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements (EKEs)

CHAPTER 11: "Demography"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____

(In Minutes)

STUDENT ASSESSMENT OF EKEs IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Demographic transition theory				
2. Demography				
3. Fecundity				
4. Fertility				
5. Gong farmer				
6. Lowest-low fertility				
7. Malthusian theory				
8. Morbidity				
9. Mortality				
10. Replacement-level fertility				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)



CHAPTER 12

Religion
by
Gary D. Wilson

NAME _____ DATE _____

Fill in the Blanks Exercises with “Flashcards”

Directions: Fill in the blanks with a concept from this chapter.

1. _____ is the unified system of beliefs and practices relative to sacred things.
2. The belief that there is only one god is called _____.
3. The belief in multiple gods is called _____.
4. _____ is the belief that recognizes that animate spirits live in natural objects and operate in the world.
5. The practice of honoring a totem or a sacred object is called _____.

NAME _____ DATE _____

6. _____ are new religious movements led by charismatic leaders with few followers.

7. _____ are new religious groups that have enough members to sustain themselves and go against society's norms.

8. A _____ is a large, highly organized group of believers.

9. Established patterns of behavior closely associated with experience of the sacred are called _____.

10. _____ refers to things that inspire awe and reverence.

Word Bank for Fill-in-the Blanks with Flash Cards Exercises and Key Concepts:

Anti-Semitism	religiosity
brainwashing	ritual
charisma	sacred
church	sect
cult	secular
denomination	totem
ideology	totemism
matriarchy	
monotheistic	
patriarchy	
polytheistic	
profane	
Protestant ethic	
Religion	

LEARNING OPPORTUNITIES

Your answers to the written assignments below are to be typed, double-spaced, and stapled in the upper left-hand corner.

Learning Opportunity 12.1. Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be at least four full pages in length.

1. Do you consider yourself religious? Why or why not?
2. Why do you think religiosity is associated with more conservative views on social, moral, and political issues?
3. What is it about religiosity that contributes to such beliefs?

Learning Opportunity 12.2: Writing Assignment

Answer the following questions in an essay in which you use some of the key concepts from this chapter. Your essay must be typed, double spaced, and at least four pages in length.

1. How did you or individuals you know become religious? Did you think about the process as it occurred?
2. Which functions of religion does your religious faith address?
3. If you are not part of a faith community or do not hold religious beliefs, are there other beliefs or groups that fulfill these functions for you?

Learning Opportunity 12.3.

1. Briefly discuss cults, sects and churches.
2. What is the conflict theorist's view of religion?
3. What is the functionalist's view of religion?

NAME _____ DATE _____

Multiple-Choice and True-False Questions

1. Mary is registering for classes at the community college. She has decided to take a class in which she will learn about different unified systems of beliefs and practices, relative to sacred things. Mary will be taking a class on:
 - A. Animism
 - B. Religion
 - C. Simple Supernaturalism
 - D. Philosophies of Life
2. Ibrahim is a Muslim. He believes that there is only one god. As such, Ibrahim's religion is an example of:
 - A. Monotheism
 - B. Polytheism
 - C. Animism
 - D. Totemism
3. The ancient Greeks believed that there were 13 major gods and goddesses. This belief in many gods is an example of:
 - A. Monotheism
 - B. Animism
 - C. Totemism
 - D. Polytheism
4. Professor Wu has come to the U.S. from China to observe a large, highly organized group of believers. As such, Dr. Wu will be observing a:
 - A. Cult
 - B. Sect
 - C. Church
 - D. Theocracy
5. Taylor is a college student. He has begun to attend meetings organized by a new religious movement that demands intense commitment and involvement. The group has only 17 members and is led by a charismatic, middle-aged gentleman. Taylor has become acquainted with a:
 - A. Cult
 - B. Sect
 - C. Theocracy
 - D. System of Beliefs

6. Cassandra is examining religion as formal organization. In terms of organizational complexity, from least complex to most complex, the form of religious organization immediately after the cult is _____.
- A. Sect
 - B. Church
 - C. Theocracy
 - D. Animism
7. In Iran, the government and Islamic religious leaders work together to shape society. This is an example of a:
- A. Cult
 - B. Church
 - C. Sect
 - D. Theocracy
8. Christians consider the Bible to be the holy word of God, so it inspires awe and reverence among believers. As such, the Bible is considered:
- A. Profane
 - B. Sacred
 - C. A Ritual
 - D. Polytheistic
9. Sandra and Sierra are sociology students who must attend a religious service for their class assignment. The two attend a church service where communion is served. Sandra is a Christian so the wine and wafer that are served inspire her reverence. Sierra is Jewish so the wine and wafer seems to be just another aspect of everyday life. The wine and wafer are _____ to Sandra and _____ to Sierra.
- A. profane; profane
 - B. sacred; sacred
 - C. profane; sacred
 - D. sacred; profane
10. The church holds a worship service every Sunday morning where people pray, praise, and read the Holy Scriptures. This established pattern of behavior closely associated with experience of the sacred is an example of:
- A. A Ritual
 - B. A Cult
 - C. A Sect
 - D. Secularization

11. As the U.S. has become more scientifically advanced, there has been an overall decline in the importance and power of religion in people's lives. This decline represents:
 - A. Theocracy
 - B. Secularization
 - C. Totemism
12. _____ called religion the "opium of the people."
 - A. Max Weber
 - B. Karl Marx
 - C. Emile Durkheim
 - D. John Calvin
13. Muhamad is a Muslim and Hadassah is Jewish. Although they have different religions, the two marry. This is an example of:
 - A. Inter-marriage
 - B. Civil Religion
 - C. Post-denominationalism
 - D. Rituals
14. In China, communism is a binding force that holds members of society together through political and social issues. As such, communism is a:
 - A. System of Beliefs
 - B. Civil Religion
 - C. Theocracy
 - D. Ritual
15. A growing number of Americans attend churches that are "nondenominational." This trend of stretching religious boundaries is called:
 - A. Animism
 - B. Totemism
 - C. Post-denominationalism
 - D. Secularization
16. Elephants are considered sacred by many Asians and have been used in numerous religious ceremonies. Because elephants are related to religious rituals, the species has been protected. This is an example of a(n):
 - A. Philosophy of Life
 - B. System of Beliefs
 - C. Organization of Believers
 - D. Civil Religion

17. All of the world's major religions have some things in common. Which is NOT one?
 - A. A form of the golden rule
 - B. Belief in one God.
 - C. Origins in agricultural and herding societies.
 - D. Defining the sacred and profane.
18. The pope, the archbishops, the priest, the nuns, and Catholics all around the world work together to ensure the prosperity and effectiveness of the Catholic religious experience. As such, this group is an example of a(n):
 - A. Cult
 - B. Sect
 - C. Organization of Believers
 - D. Civil Religion
19. Bruce believes that religion helps to bind members of society together. Bruce's beliefs are in line with:
 - A. Symbolic Interactionism
 - B. Conflict Theory
 - C. Functionalism
 - D. None of the Above
20. Sarah believes that religion is a tool used by the rich and powerful to oppress the poor and powerless. Sarah's beliefs are in line with:
 - A. Symbolic Interactionism
 - B. Conflict Theory
 - C. Functionalism
 - D. None of the Above
21. According to Durkheim, religion is:
 - A. Any organized group of people who believe in a higher being or principle.
 - B. A way of life shared by members of society.
 - C. A system of beliefs and practices related to sacred things that unites people in a moral community.
 - D. The opiate of the masses.
22. Marx stated that religion was _____.
 - A. Functional for controlling society
 - B. A necessary component to a moral society
 - C. The opiate of the masses
 - D. Irrelevant to life, thus he was an atheist.

23. Which would best summarize the general thesis of Marx when discussing religion?
- A. Capitalism determines religious teaching and belief
 - B. Capitalism has no connection to religion
 - C. None of the above.
24. What is the largest religious group in the world?
- A. Christian
 - B. Islam
 - C. Judaism
 - D. Shintoism

True / False

- | | | |
|--|---|---|
| 1. Sociologically, all religions begin as cults. | T | F |
| 2. Religion increases as science advances. | T | F |
| 3. Sects are larger than cults. | T | F |
| 4. The opposite of "sacred" is "profane." | T | F |
| 5. Islam is an example of a monotheistic religion. | T | F |
| 6. Emile Durkheim viewed religion as a form of social "cement" that brings people together. | T | F |
| 7. According to Karl Marx, alienation refers to the disruption of family ties that results from working long hours away from one's family. | T | F |
| 8. Most Muslims are Arabs. | T | F |
| 9. Americans are somewhat unique in their tolerance of religious diversity. | T | F |

STUDENT ASSESSMENT OF INSTRUCTIONAL DELIVERY BY ESSENTIAL KNOWLEDGE ELEMENTS:

[illegible]

CUES Checklist of Instructional Delivery by Essential Knowledge Elements

CHAPTER 12: "Religion"

YOUR NAME: _____

YOUR STUDENT ID # _____

DATE(s) : _____

COURSE NAME: _____

(Month, Day, Year)

COURSE NUMBER & SECTION NUMBER: _____

YOUR INSTITUTION'S NAME: _____

CLASS START TIME: _____ CLASS END TIME: _____ TOTAL CLASS TIME: _____
(In Minutes)

STUDENT ASSESSMENT OF EKES IN TERMS OF USEFULNESS, VALIDITY, EFFICACY, AND COMPREHENSIVENESS

Essential Knowledge Elements (EKEs)	Usefulness 1 to 10	Validity 1 to 10	Efficacy 1 to 10	Comprehensiveness 1 to 10
1. Church				
2. Cult				
3. Denomination				
4. Monotheistic				
5. Polytheistic				
6. Profane				
7. Religion				
8. Religiosity				
9. Sacred				
10. Sect				

Definition of Concepts	
CONCEPT	DEFINITION
USEFULNESS:	Ability to see use of information in future tasks or in life. Scale of 1 (not very useful) to 10 (very useful)
VALIDITY:	Is the EKE valid for inclusion in this course and discipline? Scale of 1 (not valid) to 10 (highly valid)
EFFICACY:	Your level of competency with this EKE. Scale of 1 (no competency) to 10 (highly competent)
COMPREHENSIVENESS:	Completeness with which this EKE is explained in this textbook and course. Scale of 1 (not comprehensive) to 10 (highly comprehensive)

A light blue background with a subtle, stylized pattern of leaves and branches in a slightly darker shade of blue, creating a naturalistic and academic feel.

Student Guide and
Activity Book for
SOCIOLOGY
THE BASICS
MARJORIE E. DONOVAN

Kendall Hunt
publishing company

ISBN 978-1-5249-3814-7



9 0000 >



9 781524 938147